External Review Team Process

Office of Federal and State Accountability
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South Carolina Department of Education
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FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Mayewood Middle School

District: Sumter School District Two

Principal: Dr. Mary B. Hallums

Superintendent: Dr. J. Frank Baker

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Mayewood Middle School

Rationale

Mayewood Middle School is one of four middle schools in Sumter School District Two serving the outlying areas of Sumter County with a district-wide student enrollment of approximately 9400 students. Located in a very rural setting in the far eastern part of Sumter County, it has a mobility rate of 2%.

As a result of the school district's realignment of schools in June of 1996, Mayewood, formerly a high school housing ninth through twelfth grades, became a middle school with a sixth through eighth grade organizational pattern. With the closing of Mayesville Elementary and St. John Elementary Schools, R. E. Davis Elementary School became the only feeder school for Mayewood. During the same time in the 2000-2001 school year, 125 selected students, formerly attending Pocalla Elementary School, were rezoned to R.E. Davis Elementary School.

Although Mayewood High School was officially renamed Mayewood Middle School in 1996, the implementation of the middle school concept did not appear to be adopted until the onset of the 2006-07 school term. During this transitional period, professional development opportunities to support the middle school concept were introduced, but did not appear to be fully embraced.

Six years later (2006-07 school year), the cultural differences of these individual areas are still apparent within the school environment. Many of the students travel more than 30 miles one way to school, leaving early in the morning and often arriving home after dark. The communities feeding into Mayewood via R.E. Davis Elementary School are very distinct and have not become invisible within the school's melting pot, often serving as a hindrance to the development of effective learning communities within the school. There is a great need to provide activities that will foster the development of a positive community of learners, where their differences serve to support rather than hinder academic achievement.

Summary of Demographic Information from 2007 School Report Card

Students

The 2007 Report Card indicated Mayewood Middle School received an absolute rating of unsatisfactory and an improvement rating of unsatisfactory, making the third consecutive year with this rating. Although this report erroneously indicates 49.2% of the student body was enrolled in high school credit courses (grade 8), the correct percentage of students enrolled was 5% (9 out of 180 students). This number is down from the previous year's 7.4%.

Additionally, the 2007 Report Card indicated 22 (11.7%) students were enrolled with disabilities other than speech on the testing day. One hundred percent participated in the testing. Learning disabled, educable and trainable mentally disabled students are enrolled in resource or self-contained classes.
The student profile further indicates an increase of student attendance from 95.2% to 95.5%, while the number of students older than usual for grade decreased from 7.9% to 0.5%. The retention rate, out-of-school suspensions or expulsions for violent and/or criminal offenses, and annual dropout rate each showed 0% indicating no students documented.

Teachers

Data about teachers revealed most areas being up from the previous year. Exceptional areas are teachers returning from the previous year (46.3%) and professional development days/teacher (7.4 days). Teacher retention was down from 53.7% while professional development days were down from 7.6 days. Teachers with advanced degrees were 84.6% showing a near 20% increased from 66.7%. Teachers with continuing contract status (46.2%) and 36.4% teachers with emergency or provisional certificates indicate the need for better-qualified staff.

No discussion of the teacher profile on the 2007 Report Card would be adequate without parenthetically commenting on communication problems and unexpected teacher vacancies during the academic year. Communication problems were believed to be attributed to the cultural differences between core academic teachers and students.

Table 1 shows the race of the twelve core teachers during 2006-07 school year who were responsible for all academic subjects. Forty-two percent of the core teachers were no longer a part of the staff at the end of the first semester, however, eighty percent of the international teachers remained the entire school term.

Table 1 – *Teacher Ethnicity*

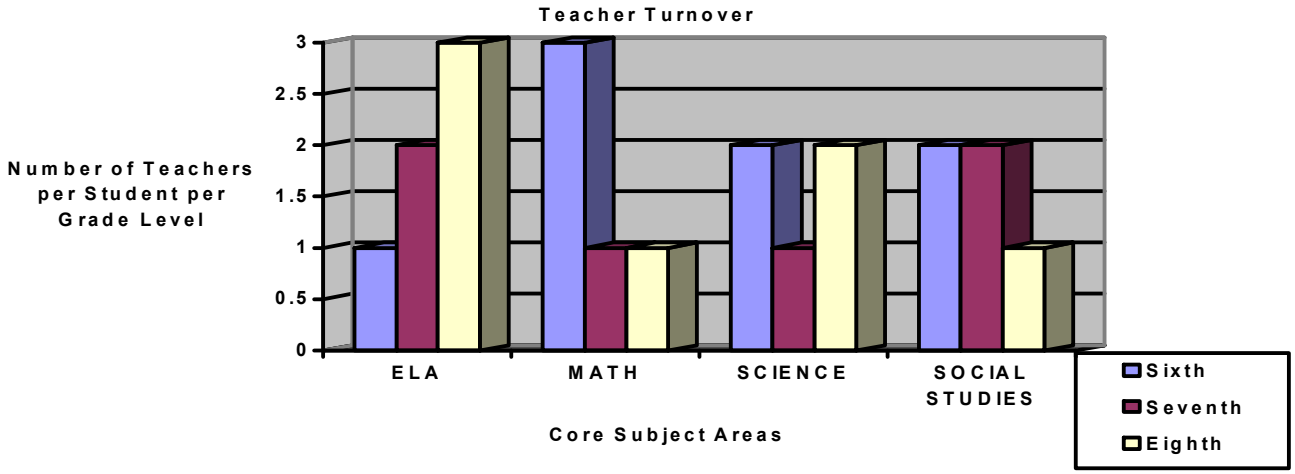
Ethnicity	English/Language Arts			Mathematics			Social Studies			Science		
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th
African American		X	X	X								X
White						X		X	X			
Asian Pacific										X	X	
Eastern Indian					X							
Pacific Islander							X					
South African	X											

Additionally, during the school year, several vacancies were created by teacher resignations and medical emergencies. Many students had as many as three teachers during the school year. The first teacher left in late September, one each in October and November while two left in December at the end

of the first semester. Two teachers were transferred to other schools in the district and two left the district citing medical reasons for the departure. The fifth teacher was a victim of a tragic car accident in November. With each vacancy in this small school, an unstable climate became more difficult as students and remaining staff made adjustments to compensate for the instability.

Teachers were reshuffled and substitutes were utilized in positions working with students of greatest need. An analysis of the data found only half the core teachers remained at the same grade level and subject areas initially assigned at the opening of school. For example, in ELA, there was only one sixth grade teacher for the 2006-2007 school year where as two and three ELA teachers were in grades seventh and eighth respectively.

Table 2 illustrates the teacher turnover revealing that most students had two or more teachers in at least two core subjects.



Additionally, the table reveals sixth grade students had three different math teachers, two different science and two different social studies teachers during said the time. Again, this is data that is not revealed on the report card, but is an integral part of the difficulties students and staff experienced during the 2006-07 school year.

School

The 2007 Report Card showed most areas were up from the previous year. Prime instructional time was increased by 2.6%. Dollars spent per pupil was up 30.2% and exceeded the median middle school amount by nearly $5,000.00. Parents attending conferences increased from 86.5% to 97.3%. Student-teacher ratio in core subjects decreased from an average 16.6 : 1 to 10.9 : 1. Character development was categorized as excellent.

Two areas of concern that were down from the previous year were the principal's years at the school and the percent of expenditures for teacher salaries. (In the past nine years five different persons have served as principal of Mayewood.) The principalship has changed six times during this period with the current principal leading the school during the 2001-02 school year and again assuming the position in 2006-07.

Population Diversity

Based on the 2007 Report Card, the enrollment for Mayewood Middle School for the 2006-07 school year was 189 students, with only 180 housed at Mayewood. The remaining nine were enrolled in a special education program housed at Hillcrest Middle School or at Brewington Academy, the district's alternative school. As stated in the 2007 Report Card, only 180 students were tested. Of the 180 tested, the demographics reflected 54% (98 out of 180) male and 46% (82 out of 180) female. African-Americans represented 97% of the population, while the report card did not have data available for whites (2%) and Hispanics (1%) due to small group size.

GENDER: MALE

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	60.6%	48.9%	73.8%	68.8%
BASIC	33.0%	43.6%	16.9%	25.0%
PROFICIENT	4.3%	6.4%	7.7%	4.7%
ADVANCED	2.1%	1.1%	1.5%	1.6%
SCHOOL % PROFICIENT & ADVANCED (ADJUSTED)	13.8%	14.9%	9.2%	6.3%

GENDER: FEMALE

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	45.6%	35.4%	72.0%	66.7%
BASIC	40.5%	51.9%	20.0%	31.4%
PROFICIENT	11.4%	10.1%	6.0%	2.0%
ADVANCED	2.5%	2.5%	2.0%	0.0%
SCHOOL % PROFICIENT & ADVANCED (ADJUSTED)	22.8%	19.0%	8.0%	2.0%

AFRICAN-AMERICAN

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	53.9%	43.1%	73.5%	69.4%
BASIC	37.1%	47.3%	18.6%	26.1%
PROFICIENT	7.2%	8.4%	7.1%	3.6%
ADVANCED	1.8%	1.2%	0.9%	0.9%
SCHOOL % PROFICIENT & ADVANCED (ADJUSTED)	17.4%	15.6%	8.0%	4.5%

DISABLED

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	95.2%	85.7%	100.0%	94.1%
BASIC	4.8%	14.3%	0.0%	5.9%
PROFICIENT	0.0%	0.0%	0.0%	0.0%
ADVANCED	0.0%	0.0%	0.0%	0.0%
SCHOOL % PROFICIENT & ADVANCED (ADJUSTED)	0.0%	0.0%	0.0%	0.0%

ENROLLMENT AND DEMOGRAPHICS

ENROLLMENT (Number of Students)	2004-2005	2005-2006	2006-2007
GRADE 6	80	71	58
GRADE 7	93	65	61
GRADE 8	77	77	68
TOTAL	250	213	188

RACE/ETHNICITY

	2004-2005	2005-2006	2006-2007
%WHITE	1%	2%	1%
%BLACK	99%	98%	99%
%OTHER	0%	0%	0%

LUNCH STATUS

	2004-2005	2005-2006	2006-2007
% FREE	83%	83%	89%
% REDUCED	6%	6%	3%
% FULL PRICE	11%	11%	8%

STUDENT ATTENDANCE RATE

2004-2005	2005-2006	2006-2007
96.21%	95.70%	95.51%

Free/Reduced Lunch

During the past five years, between eighty-two and ninety-five percent of the student population received subsidized (free and reduced) meals. The 2006-07 school term saw eighty-nine percent of students receiving subsidized meals while eleven percent were categorized as full pay.

SUBSIDIZED MEALS – SOCIO-ECONOMIC STATUS

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	**56.2%**	**44.4%**	**74.5%**	**72.3%**
BASIC	**36.6%**	**48.4%**	**17.6%**	**24.8%**
PROFICIENT	**5.9%**	**6.5%**	**5.9%**	**2.0%**
ADVANCED	**1.3%**	**0.7%**	**2.0%**	**1.0%**
ADJUSTED	**15.7%**	**14.4%**	**7.8%**	**3.0%**

TEACHER ATTENDANCE RATE

2004-2005	2005-2006	2006-2007
95.67%	**96.56%**	**96.73%**

PROMOTION AND RETENTION RATES

GRADE 6	2004-2005	2005-2006	2006-2007
# ENROLLED	80	80	57
# PROMOTED	72	80	57
% PROMOTED	90%	100%	100%
# RETAINED	8	0	0
% RETAINED	10%	0%	0%

GRADE 7	2004-2005	2005-2006	2006-2007
# ENROLLED	93	65	58
# PROMOTED	91	65	58
% PROMOTED	98%	100%	100%
# RETAINED	2	0	0
% RETAINED	2%	0%	0%

GRADE 8	2004-2005	2005-2006	2006-2007
# ENROLLED	77	77	65
# PROMOTED	76	77	65
% PROMOTED	99%	100%	100%
# RETAINED	1	0	0
% RETAINED	1%	0%	0%

Three Years of Data in Chart Format with Brief Explanation of Data

Mayewood Middle School 2005-2007 PACT Results

Grade 6 English/ Language Arts	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	78	59	25.6	15.4	0	41.0	64	57.8	37.5	3.1	1.6	42.2	51	37.3	41.2	17.6	3.9	62.7
Gender																		
Male	38	57.9	28.9	13.2	0	42.1	37	62.2	35.1	2.7	0	37.8	24	45.8	37.5	8.3	8.3	54.2
Female	37	59.5	21.6	18.9	0	40.5	27	51.9	40.7	3.7	3.7	48.1	27	29.6	44.4	25.9	0	70.4
Ethnicity																		
White	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
Black	74	59.5	24.3	16.2	0	40.5	63	58.7	36.5	3.2	1.6	41.3	48	37.5	41.7	16.7	4.2	62.5
Hispanic													2	N/A	N/A	N/A	N/A	N/A
Disability Status																		
Special Ed	7	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	64	64.1	23.4	12.5	0	35.9	53	62.3	35.8	1.9	0	37.7	45	35.6	46.7	15.6	2.2	64.4
Not Free/Reduced	14	35.7	35.7	28.6	0	64.3	11	36.4	45.5	9.1	9.1	63.6	6	N/A	N/A	N/A	N/A	N/A

In Grade 6 over a three year period, PACT performance data showed a steady increase in the percentage of students scoring Basic and Advanced. However, in 2006, the percent scoring Proficient dramatically dropped 12.3%. Although the percentage of male students scoring Proficient was not consistent, in 2007 16.6% scored Proficient or Advanced. At the same time, 25.9% of the females scored Proficient while no female students scored Advanced. Also, in 6th grade ELA, 62.7% of all students met the standard.

Grade 6 Mathematics

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	78	42.3	38.5	15.4	3.8	57.7	68	41.2	44.1	11.8	2.9	58.8	55	40	43.6	14.5	1.8	60
Gender																		
Male	38	31.6	50.0	15.8	2.6	68.4	41	43.9	39.0	14.6	2.4	56.1	27	51.9	33.3	11.1	3.7	48.1
Female	37	51.4	27.0	16.2	5.4	48.6	27	37.0	51.9	7.4	3.7	63.0	28	28.6	53.6	17.9	0	71.4
Ethnicity																		
White	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
Black	74	40.5	39.2	16.2	4.1	59.5	67	41.8	44.8	11.9	1.5	58.2	52	40.4	42.3	15.4	1.9	59.6
Hispanic													2	N/A	N/A	N/A	N/A	N/A
Disability Status																		
Special Ed	7	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	64	39.1	42.2	15.6	3.1	60.9	57	45.6	42.1	10.5	1.8	54.4	49	40.8	44.9	14.3	0	59.2
Not Free/Reduced	14	57.1	21.4	14.3	7.1	42.9	11	18.2	54.5	18.2	9.1	81.8	6	N/A	N/A	N/A	N/A	N/A

Sixth grade mathematics students showed a steady increase in the percentage of students meeting the standard from 57.7% in 2005 to 60% in 2007. More females (71.4%) met the standard than males (48.1%). The male population showed a steady decline over the past 3 years.

Grade 6 Science

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	78	62.8	28.2	5.1	3.8	37.2	68	79.4	16.2	2.9	1.5	20.6	27	63.0	18.5	14.8	3.7	37.0
Gender																		
Male	38	60.5	34.2	2.6	2.6	39.5	41	80.5	14.6	4.9	0.0	19.5	12	75.0	0.0	16.7	8.3	25.0
Female	37	62.2	24.3	8.1	5.4	37.8	27	77.8	18.5	0.0	3.7	22.2	15	53.3	33.3	13.3	0.0	46.7
Ethnicity																		
White	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A
Black	74	60.8	29.7	5.4	4.1	39.2	67	80.6	16.4	1.5	1.5	19.4	27	63.0	18.5	14.8	3.7	37.0
Hispanic													0	N/A	N/A	N/A	N/A	N/A
Disability Status																		
Special Ed	7	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	64	62.5	28.1	4.7	4.7	37.5	57	84.5	14.0	1.8	0.0	15.8	23	60.9	17.4	17.4	4.3	39.1
Not Free/Reduced	14	64.3	28.6	7.1	0.0	35.7	11	54.5	27.3	9.1	9.1	45.5	4	N/A	N/A	N/A	N/A	N/A

In sixth grade science, the percent of students meeting the standard in 2007 (37.0%) was greater than the percent in 2006 (20.6%) and less than the number in 2005 (37.2 %). The percentage of females exceeded the males in 2006 and 2007.

Grade 6 Social Studies

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	78	59.0	34.6	6.4	0.0	41.0	68	58.8	33.8	5.9	1.5	41.2	29	51.7	41.4	6.9	0.0	48.3
Gender																		
Male	38	57.9	36.8	5.3	0.0	42.1	41	61.0	31.7	7.3	0.0	39.0	16	43.8	43.8	12.5	0.0	56.3
Female	37	56.8	35.1	8.1	0.0	43.2	27	55.6	37.0	3.7	3.7	44.4	13	61.5	38.5	0.0	0.0	38.5
Ethnicity																		
White	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
Black	74	58.1	35.1	6.8	0.0	41.9	67	59.7	34.3	4.5	1.5	40.3	26	57.7	34.6	7.7	0.0	42.3
Hispanic													2	N/A	N/A	N/A	N/A	N/A
Disability Status																		
Special Ed	7	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	64	60.9	34.4	4.7	0.0	39.1	57	59.6	35.1	5.3	0.0	40.4	27	55.6	40.7	3.7	0.0	44.4
Not Free/Reduced	14	50.0	35.7	14.3	0.0	50.0	11	54.5	27.3	9.1	9.1	45.5	2	N/A	N/A	N/A	N/A	N/A

The percentage of students meeting the standard showed a steady increase over the 3-year period. In 2005, 41.0 % met the standard while 41.2% and 48.3 % met it in 2006 and 2007 respectively.

Grade 7 English/ Language Arts

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	84	45.2	42.9	11.9	0	41.0	62	50.0	38.7	11.3	0	50.0	55	67.3	27.3	5.5	0	32.7
Gender																		
Male	49	53.1	38.8	8.2	0	46.9	32	53.1	37.5	9.4	0	46.9	34	73.5	23.5	2.9	0	26.5
Female	35	34.3	48.6	17.1	0	65.7	30	46.7	40.0	13.3	0	53.3	21	57.1	33.3	9.5	0	42.9
Ethnicity																		
White	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A						
Black	82	46.3	42.7	11	0	53.7	60	50.0	40.0	10.0	0	50.0	55	67.3	27.3	5.5	0	32.7
Hispanic																		
Disability Status																		
Special Ed	7	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	71	49.3	42.3	8.5	0	50.7	54	55.6	37.0	7.4	0	44.4	48	72.9	25.0	2.1	0	27.1
Not Free/Reduced	13	23.1	46.2	30.8	0	76.9	8	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A

Overall, seventh grade students showed a decline in their test scores over the past three years. Only 32.7% of the students met the standard in 2007. In the female sub-group, 42.9% of the students met the standard. No sub-group had 50% or more meeting the standard.

Grade 7 Mathematics																		
	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	85	50.6	40.0	5.9	3.5	49.4	63	60.3	33.3	6.3	0	39.7	58	46.6	44.8	6.9	1.7	53.4
Gender																		
Male	50	58.0	36.0	2.0	4.0	42.0	33	57.6	39.4	3.0	0	42.4	35	48.6	42.9	8.6	0	51.4
Female	35	40.0	45.7	11.4	2.9	60.0	30	63.3	26.7	10.0	0	36.7	23	43.5	47.8	4.3	4.3	56.5
Ethnicity																		
White	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A						
Black	83	51.8	38.6	6.0	3.6	48.2	60	60.0	33.3	6.7	0	40.0	58	46.6	44.8	6.9	1.7	53.4
Hispanic							1	N/A	N/A	N/A	N/A	N/A						
Disability Status																		
Special Ed	8	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	11	81.8	18.2	0	0	18.2
Socio-Economic Status																		
Free/Reduced	71	54.9	38.0	4.2	2.8	45.1	55	61.8	32.7	5.5	0	38.2	51	52.9	43.1	3.9	0	47.1
Not Free/Reduced	14	28.6	50.0	14.3	7.1	71.4	8	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A

In seventh grade math, all sub-groups except the disabled students and the free/reduced lunch students had at least 50% of its group meeting the standard. All groups declined in 2006 and increased in 2007.

Grade 7 Science

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	86	59.3	27.9	11.6	1.2	40.7	63	68.3	23.8	6.3	1.6	31.7	58	77.6	17.2	5.2	0.0	22.4
Gender																		
Male	50	62.0	30.0	6.0	2.0	38.0	33	66.7	27.3	3.0	3.0	33.3	35	77.1	17.1	5.7	0.0	22.9
Female	36	55.6	25.0	19.4	0.0	44.4	30	70.0	20.0	10.0	0.0	30.0	23	78.3	17.4	4.3	0.0	21.7
Ethnicity																		
White	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	0					
Black	84	59.5	28.6	10.7	1.2	40.5	60	68.3	25.0	6.7	0.0	31.7	58	77.6	17.2	5.2	0.0	22.4
Hispanic							1	N/A	N/A	N/A	N/A	N/A	0					
Disability Status																		
Special Ed	9	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	11	100.0				
Socio-Economic Status																		
Free/Reduced	72	63.9	25.0	9.7	1.4	36.1	55	72.7	21.8	5.5	0.0	27.3	51	82.4	15.7	2.0	0.0	17.6
Not Free/Reduced	14	35.7	42.9	21.4	0.0	64.3	8	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A

Scores showed a steady decrease as the percentage of students scoring below basic increased each year. The trend showed an increase from 59.3% in 2005 to 77.6% in 2007.

Grade 7 Social Studies

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	85	68.2	28.2	3.5	0.0	31.8	63	74.6	23.8	1.6	0.0	25.4	58	81.0	13.8	3.4	1.7	19.0
Gender																		
Male	50	70.0	26.0	4.0	0.0	30.0	33	72.7	24.2	3.0	0.0	27.3	35	82.9	11.4	2.9	2.9	17.1
Female	35	65.7	31.4	2.9	0.0	34.3	30	76.7	23.3	0.0	0.0	23.3	23	78.3	17.4	4.3	0.0	21.7
Ethnicity																		
White	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A						
Black	83	68.7	27.7	3.6	0.0	31.3	60	75.0	25.0	0.0	0.0	25.0	58	81.0	13.8	3.4	1.7	19.0
Hispanic							1	N/A	N/A	N/A	N/A	N/A						
Disability Status																		
Special Ed	8	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	11	100.0				
Socio-Economic Status																		
Free/Reduced	71	71.8	23.9	4.2	0.0	28.2	55	76.4	23.6	0.0	0.0	23.6	51	86.3	9.8	2.0	2.0	13.7
Not Free/Reduced	14	50.0	50.0	0.0	0.0	50.0	8	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A

In 2007, 1.7% of students scored advanced while no student scored advanced in 2005 or 2006. A constant decline in scores is evident in both the male and female sub-groups. The male group dropped from 30.0 % in 2005 to 17 % in 2007 while the females declined from 34.3% to 21.7%

Grade 8 English/ Language Arts

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	74	43.2	45.9	10.8	0	41	69	44.9	39.1	15.9	0	55.1	65	49.2	43.1	4.6	3.1	50.8
Gender																		
Male	29	44.8	44.8	10.3	0	55.2	43	53.5	39.5	7.0	0	46.5	35	57.1	40.0	2.9	0	42.9
Female	45	42.2	46.7	11.1	0	57.8	26	30.8	38.5	30.8	0	69.5	30	40.0	46.7	6.7	6.7	60.0
Ethnicity																		
White	3	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A
Black	71	43.7	46.5	9.9	0	56.3	67	46.3	37.3	16.4	0	53.7	62	48.4	45.2	4.8	1.6	51.6
Hispanic																		
Disability Status																		
Special Ed	4	N/A	N/A	N/A	N/A	N/A	6	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	66	43.9	43.9	12.1	0	56.1	62	45.2	40.3	14.5	0	54.8	58	51.7	41.4	5.2	1.7	48.3
Not Free/Reduced	8	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A

In 2007, 3.1% of all 8th grade ELA students scored Advanced while in previous years, there were no students scoring Advanced. Both male and female sub-groups showed a decrease of at least four percentage points. Students enrolled in the free/reduced lunch program fell 6.5 points from 54.8% to 48.3% from 2006 to 2007.

Grade 8 Mathematics

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	74	33.8	54.1	12.2	0	66.2	70	34.3	51.4	11.4	2.9	65.7	65	41.5	53.8	3.1	1.5	58.5
Gender																		
Male	29	27.6	62.1	10.3	0	72.4	44	45.5	40.9	11.4	2.3	54.5	35	45.7	54.3	0	0	54.3
Female	45	37.8	48.9	13.3	0	62.2	26	15.4	69.2	11.5	3.8	84.6	30	36.7	53.3	6.7	3.3	63.3
Ethnicity																		
White	3	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A
Black	71	35.2	54.9	9.9	0	64.8	68	35.3	50.0	11.8	2.9	64.7	62	41.9	54.8	3.2	0	58.1
Hispanic																		
Disability Status																		
Special Ed	4	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	66	34.8	53	12.1	0	65.2	62	33.9	53.2	9.7	3.2	66.1	58	39.7	56.9	1.7	1.7	60.3
Not Free/Reduced	8	N/A	N/A	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A

A steady decline is reflected in Grade 8 math test scores from 2005 – 2007. A little less than 8% is lost. From 2005 to 2007, the male sub-group showed a decline of 18.1% while the females showed an overall increase of 1.1%. All sub-groups had at least 50% meeting the standard with females scoring 63.3%

Grade 8 Science

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	75	64.0	34.7	1.3	0.0	36.0	72	62.5	34.7	0.0	2.8	37.5	33	69.7	24.2	3.0	3.0	30.3
Gender																		
Male	30	56.7	40.0	3.3	0.0	43.3	44	61.4	34.1	0.0	4.5	38.6	19	68.4	26.3	5.3	0.0	31.6
Female	45	68.9	31.1	0.0	0.0	31.1	28	64.3	35.7	0.0	0.0	35.7	14	71.4	21.4	0.0	7.1	28.6
Ethnicity																		
White	3	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A
Black	72	65.3	33.3	1.4	0.0	34.7	70	64.3	32.9	0.0	2.9	35.7	31	71.0	25.8	3.2	0.0	29.0
Hispanic																		
Disability Status																		
Special Ed	5	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	67	64.2	35.8	0.0	0.0	35.8	64	62.5	34.4	0.0	3.1	37.5	31	67.7	25.8	3.2	3.2	32.3
Not Free/Reduced	8	N/A	N/A	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A

In 2007, all subgroups showed a decrease from the previous year in the percentage of students meeting the standard. Free/reduced students declined from 35.8% in 2005 to 32.3% in 2007.

Grade 8 Social Studies

	2005						2006						2007					
	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
All Students	75	70.7	29.3	0.0	0.0	29.3	72	55.6	37.5	5.6	1.4	44.4	32	62.5	37.5	0.0	0.0	37.5
Gender																		
Male	30	53.3	46.7	0.0	0.0	46.7	44	63.6	29.5	6.8	0.0	36.4	16	68.8	31.3	0.0	0.0	31.3
Female	45	82.2	17.8	0.0	0.0	17.8	28	42.9	50.0	3.6	3.6	57.1	16	56.3	43.8	0.0	0.0	43.8
Ethnicity																		
White	3	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
Black	72	70.8	29.2	0.0	0.0	29.2	70	55.7	37.1	5.7	1.4	44.3	31	61.3	38.7	0.0	0.0	38.7
Hispanic																		
Disability Status																		
Special Ed	5	N/A	N/A	N/A	N/A	N/A	9	N/A	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status																		
Free/Reduced	67	71.6	28.4	0.0	0.0	28.4	64	54.7	39.1	4.7	1.6	45.3	27	66.7	33.3	0.0	0.0	33.3
Not Free/Reduced	8	N/A	N/A	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A

Although the percentage of all students meeting the standard declined from 2005 to 2007, the percentage of females increased. In 2005, 17.8% met the standard while in 2007 43.8% met the standard.

Mayewood Middle School End of Course Testing 2005 – 2007

2005 – 2007 End of Course Testing – English I

	Number Tested	Male	Female	African American	White	EOC Grade A	EOC Grade B	EOC Grade C	EOC Grade D	Percentage Level – Grade A	Percentage Level – Grade B	Percentage Level – Grade C	Percentage Level – Grade D
2005	9	3	6	9	0	0	1	8	0	0.0	12.5	87.5	0.0
2006	10	5	5	9	1	1	4	5	0	10.0	40.0	50.0	0.0
2007	9	3	6	8	1	1	2	2	4	11.1	22.2	22.2	44.4

2005 – 2007 End of Course Testing – Algebra I

	Number Tested	Male	Female	African American	White	EOC Grade A	EOC Grade B	EOC Grade C	EOC Grade D	Percentage Level – Grade A	Percentage Level – Grade B	Percentage Level – Grade C	Percentage Level – Grade D
2005	8	2	6	8	0	1	3	4	0	12.5	37.5	50.0	0.0
2006	6	1	5	5	1	1	1	4	0	16.7	16.7	66.7	0.0
2007	9	3	6	8	1	1	2	5	1	11.1	22.2	55.6	11.1

End of Course testing data indicate that over a three-year period, the majority of the students earned a grade of C in English 1 in 2005 and 2006 while 44.4% earned a D in 2007. In each of the three years in Algebra I, more than 50% of the students earned a C. One student made a D, yielding an 11.1% in 2007.

Mayewood Middle School MAP Testing 2006-2007

Grade 6 - Mathematics									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	54	214.9	212.0	53	216.1	217.0	56	208.2	208.0
Gender									
Male	25	216.6	213.0	25	213.1	213.0	31	206.5	202.0
Female	29	213.6	212.0	28	218.7	220.0	25	210.2	211.0

Sixth grade math data indicates the mean RIT band increased in Fall 2006 from 214.9 to 216.1 in Spring 2007. When compared to PACT levels, the score appears to be within the basic range.

MAP Data

Grade 6 – Reading									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	54	207.3	208.0	51	208.1	209.0	56	202.5	200.0
Gender									
Male	25	208.0	209.0	24	205.9	206.0	31	199.6	198.0
Female	29	206.7	206.0	27	210.1	210.0	25	206.2	204.0

MAP Reading scores in 6th grade show Fall 2006 scoring better than Fall 2007. Spring 2007 showed an average increase of more than 1 band. Male students scored less than females in Spring 2007 and Fall 2007.

MAP Data

Grade 6 – Language Usage									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	54	207.2	207.0	53	207.1	209.0	56	204.1	205.0
Gender									
Male	25	205.2	206.0	25	203.2	206.0	31	201.4	200.0
Female	29	208.8	208.0	28	210.6	212.0	25	207.4	209.0

Language usage scores reveal the average RIT band was 207 in Fall 2006 and Spring 2007. Scores dropped in Fall 2007 to 204.1. Male average RIT bands were less than females on each of the three tests.

MAP Data

Grade 7 - Mathematics									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	57	214.2	215.0	54	215.5	216.0	52	215.8	216.0
Gender									
Male	34	213.6	215.0	33	214.3	216.0	24	214.9	213.0
Female	23	215.1	214.0	21	217.4	217.0	28	216.6	218.0

In math, the mean score increased from 214.2 (Fall 2006) to 215.5 (Spring 2007). In Fall 2007, the average score is 215.8, exceeding all previous MAP results.

MAP Data

Grade 7 - Reading									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	57	206.3	207.0	51	205.8	205.0	52	206.9	209.0
Gender									
Male	34	204.2	207.0	31	202.3	204.0	24	207.4	208.0
Female	23	206.8	207.0	20	211.3	210.0	28	206.5	209.0

In Reading, seventh graders scored an average of 206.3 in Fall 2006 and 206.9 in Fall 2007. No growth was shown for Fall 2006 to Spring 2007 with the male sub-group. The mean RIT score for males showed an increase in Fall 2007 from Fall 2006.

MAP Data

Grade 7 – Language Usage									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	57	206.3	207.0	53	204.4	205.0	52	210.3	212.0
Gender									
Male	34	204.2	207.0	32	200.8	202.0	24	207.8	210.0
Female	23	209.3	207.0	21	209.9	210.0	28	212.5	214.0

Language scores were better in Fall 2007 than Fall 2006. The average score showed a decline from 206.3 to 204.4 during the 2006-2007 school year.

MAP Data

Grade 8 - Mathematics									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	66	220.5	219.0	62	225.4	226.0	62	218.6	219.0
Gender									
Male	36	218.6	216.0	32	224.2	226.0	37	216.8	291.0
Female	30	222.7	223.0	30	226.8	226.0	25	221.2	219.0

Grade 8 math scores showed improvement in Fall 2006 (220.5) to Spring 2007 (225.4). Fall 2007 average scores are lower than Fall 2006. Females scored greater than the males on each of the three tests.

MAP Data

Grade 8 – Reading									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	64	212.0	214.0	62	212.8	214.0	62	202.3	204.0
Gender									
Male	34	208.6	210.0	32	210.9	212.0	37	197.4	200.0
Female	30	215.8	216.0	30	214.9	215.0	25	209.4	207.0

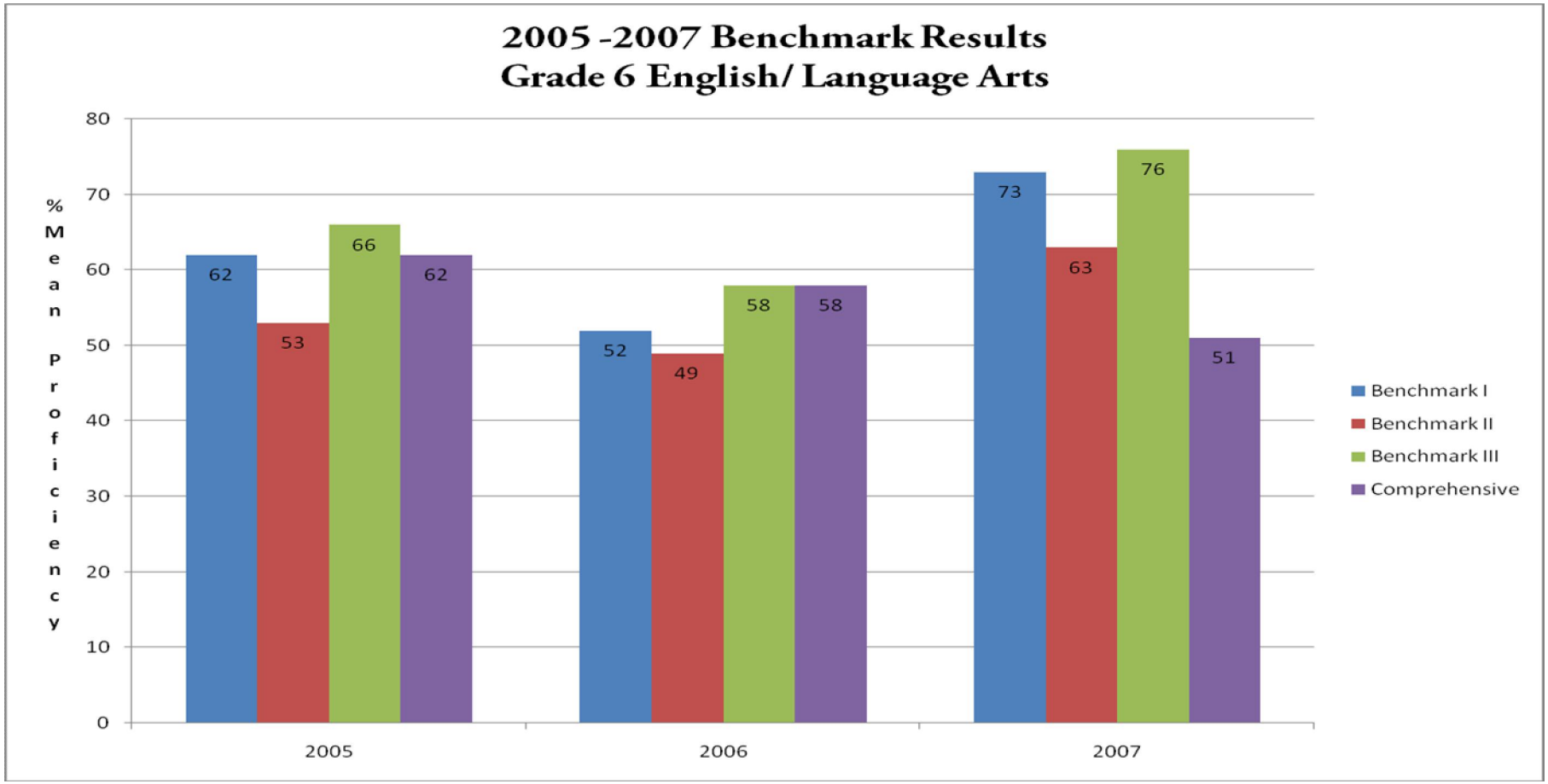
Reading scores reveal a mean score of 212 in Fall 2006 with a slight increase to 212.8 in Spring 2007. Fall 2007 scores are much lower than the previous 8th grade class. Females scored higher than males consistently in all testing.

MAP Data

Grade 8 – Language Usage									
	Fall 06			Spring 07			Fall 07		
	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT	# Tested	Mean RIT	Median RIT
All Students	65	209.8	211.0	60	210.8	213.0	62	206.3	209.0
Gender									
Male	35	205.7	209.0	30	203.5	207.0	37	204.0	207.0
Female	30	214.5	213.0	30	218.1	217.0	25	209.8	210.0

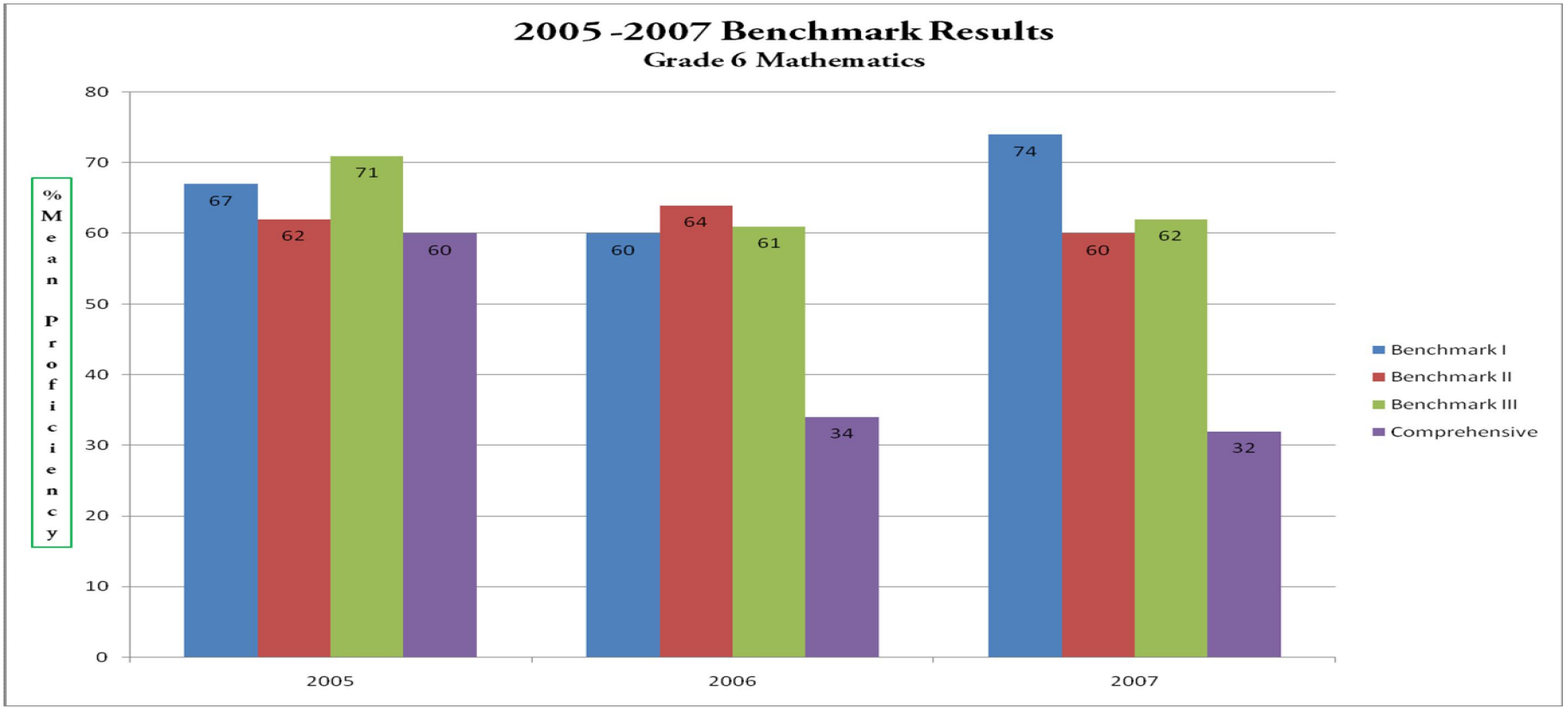
Language usage scores show an increase from Fall 2006 to Spring 2007, 209.8 to 210.8 respectively. However, the Fall 2007 class scored much lower with an average score of 206.3.

Mayewood Middle School 2005 – 2007 Benchmark Results



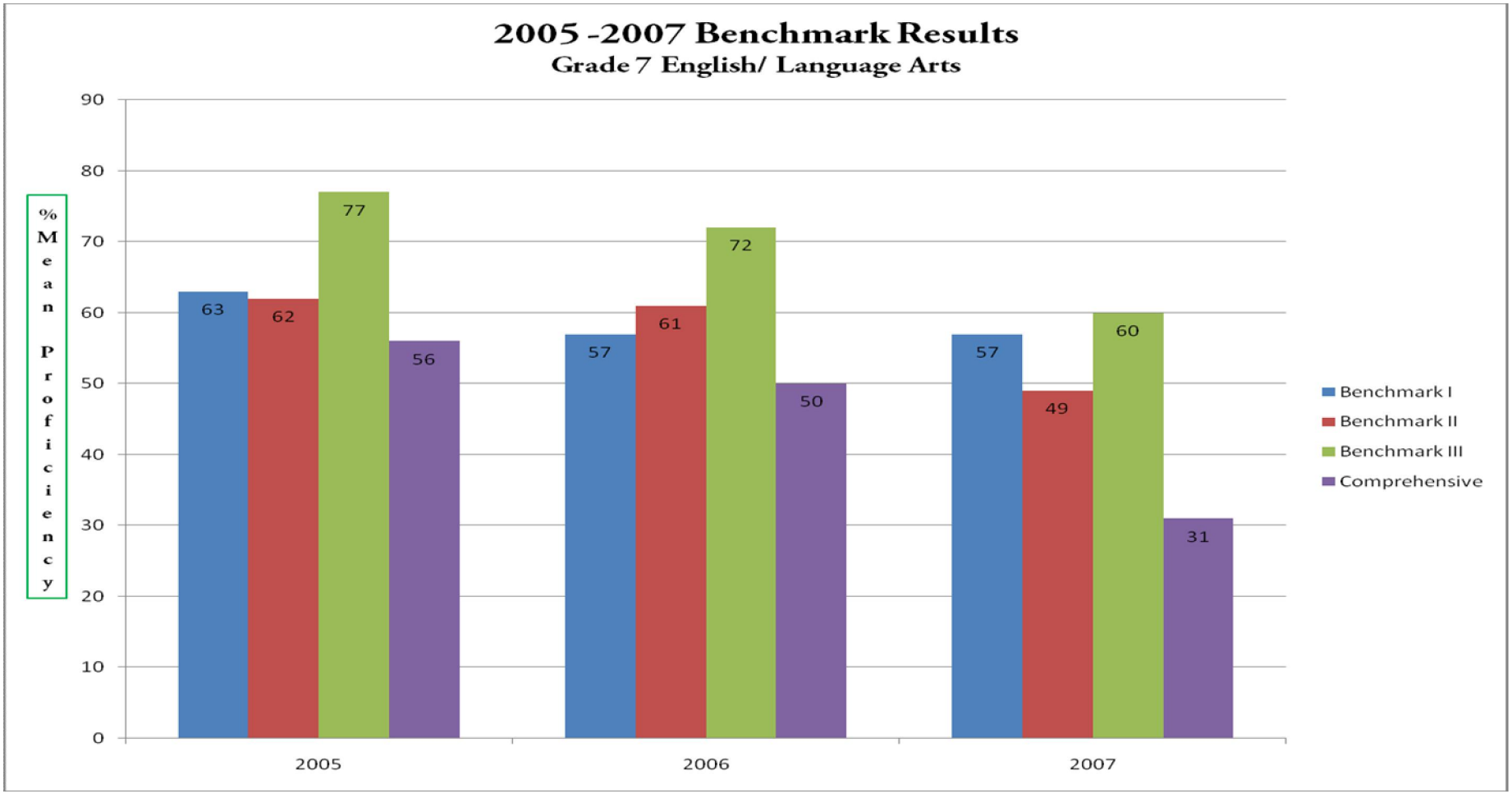
Benchmark data show results for the past three years (2005-2007). The results indicate there was an increase in the proficiency level in the areas of English/ Language Arts in 6th grade over the three-year period in all areas except the Comprehensive. Benchmark III appeared to reflect greater student achievement.

Benchmark Data



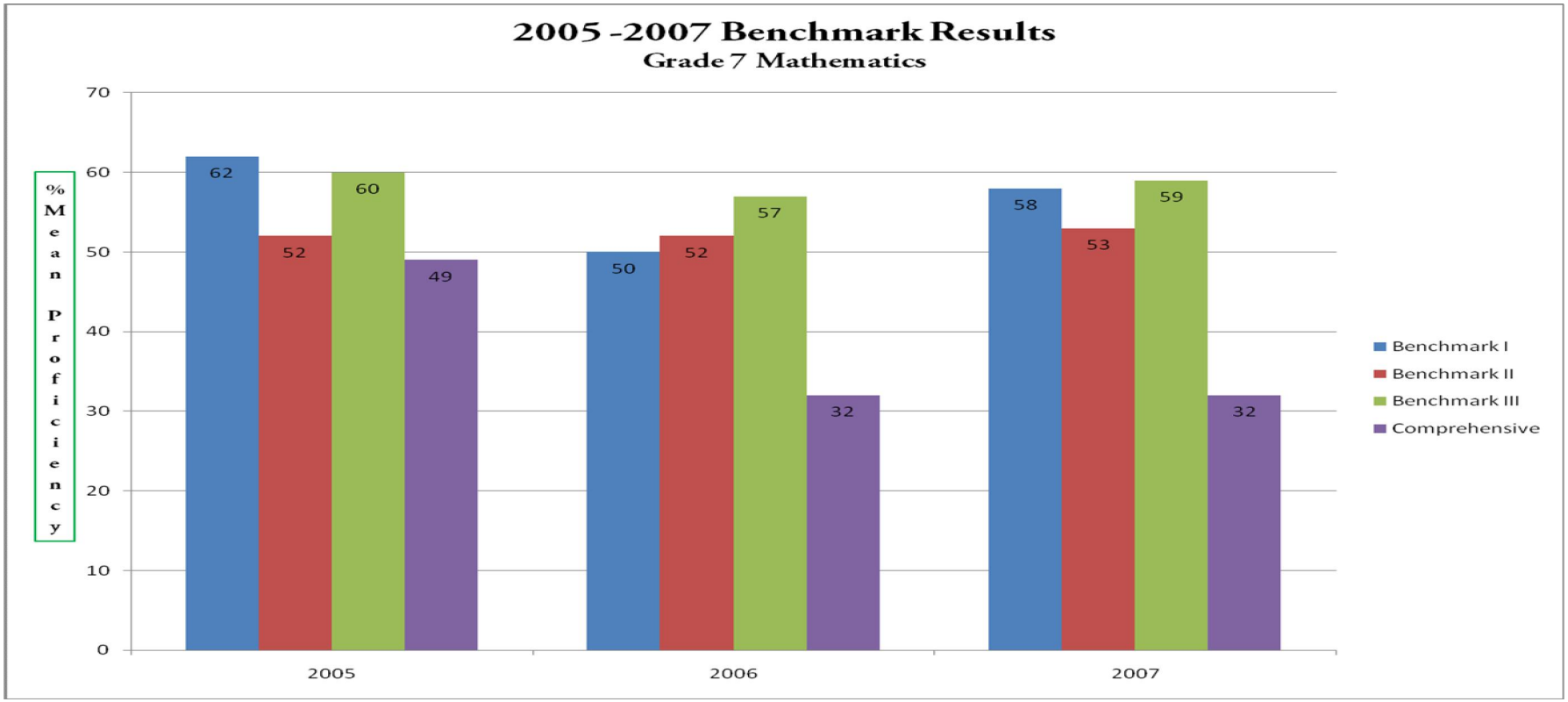
In Grade 6, 60% or more of all math students scored proficient on Benchmarks I, II and III. Slightly over 30% scored proficient on the Comprehensive in 2007 a decline from previous years and significantly different from other benchmarks administered the same year.

Benchmark Data



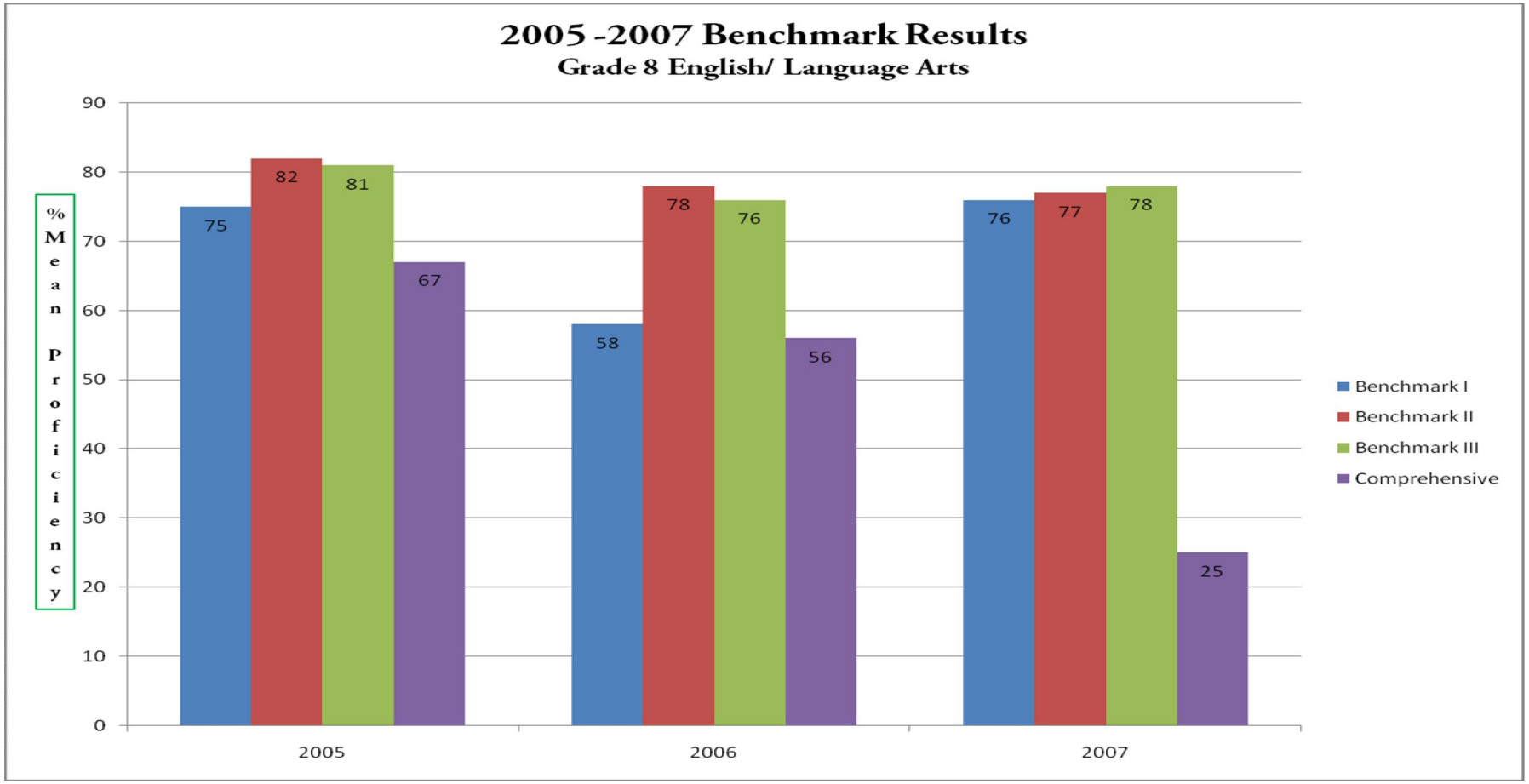
In 2007, all benchmark scores were less than previous years. The Comprehensive Benchmark shows an 18% student decrease in proficiency.

Benchmark Data



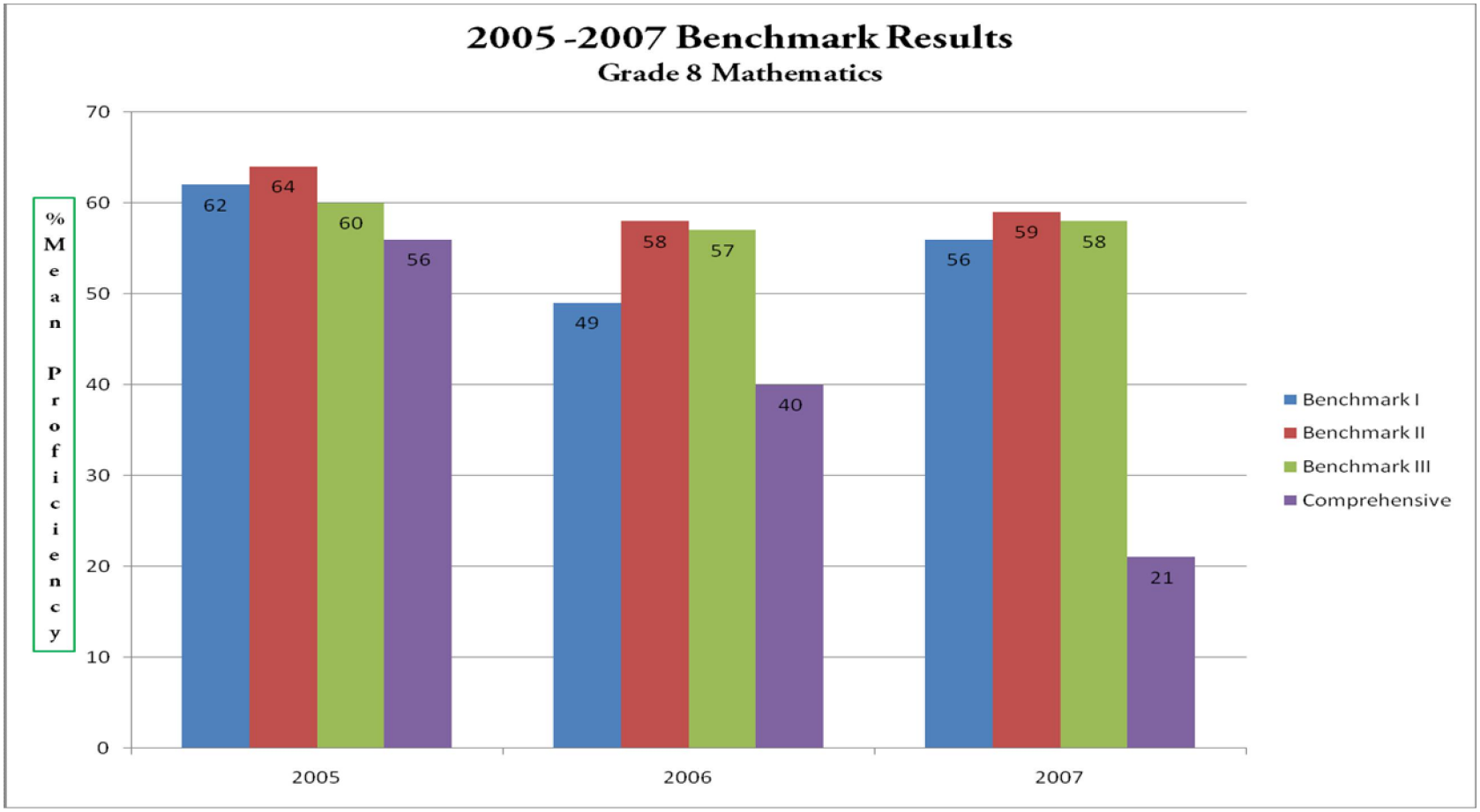
Math scores are similar from 2006 to 2007 with Comprehensive Benchmarks reflecting 32% scoring proficient. In each of the three years, Benchmarks II and III were within a three percent difference in the number of students scoring proficient.

Benchmark Data



In 2007, Benchmarks I, II and III revealed similar results with 76, 77 and 78 respectively. A significant decrease was shown with 25% scoring proficient on the Comprehensive Benchmark.

Benchmark Data



Grade 8 Mathematics indicates a significant decline in the percentage of students scoring proficient on the 2007 Comprehensive Benchmark. The average percent on the other three tests administered the same year was 57.7%, 36.7% greater than the Comprehensive Benchmark (21%).

Star Reading Summary Report Fall and Winter 2007

Star Reading Pretest Summary Report Fall 2007

Grade	# Tested	Male	Female	GP Pretest	SS	GE	PR Below25th	PR 25th – 49th	PR 50th – 74th	PR 75th & Above	OPR	IRL
6	55	31	24	6.02	477	4.3	72.7	18.2	1.8	7.3	19.0	4.0
7	44	21	23	7.03	564	5.3	59.1	25.0	9.1	6.8	18.0	4.7
8	55	32	23	8.02	552	5.1	78.2	18.2	3.6	0.0	12.0	4.6

Star Reading Posttest Summary Report Winter 2007

Grade	# Tested	Male	Female	GP Posttest	SS	GE	PR Below25th	PR 25th – 49th	PR 50th – 74th	PR 75th & Above	OPR	IRL
6	44	25	19	6.29	526	4.9	61.4	20.5	11.4	6.8	22.0	4.3
7	23	10	13	7.29	612	5.7	47.8	21.7	17.4	13.0	21.0	5.0
8	38	22	16	8.31	564	5.3	76.3	21.1	2.6	0.0	12.0	4.6

Star Reading Pretest Summary Report by Gender

Grade	# Tested Male	GP Pretest	SS	GE	PR Below25th	PR 25th – 49th	PR 50th – 74th	PR 75th & Above	OPR	IRL
6	31	6.02	460	4.0	77.4	16.1	0.0	6.5	17.0	3.8
7	21	7.03	563	5.3	71.4	4.8	9.5	14.3	18.0	4.7
8	32	8.02	535	5.0	78.1	15.6	6.2	0.0	11.0	4.4

Star Reading Pretest Summary Report by Gender

Grade	# Tested Female	GP Pretest	SS	GE	PR Below25th	PR 25th – 49th	PR 50th – 74th	PR 75th & Above	OPR	IRL
6	24	6.02	499	4.6	66.7	20.8	4.2	8.3	22.0	4.2
7	23	7.04	565	5.3	47.8	43.5	8.7	0.0	19.0	4.7
8	23	8.02	576	5.4	78.3	21.7	0.0	0.0	15.0	4.7

Star Reading Posttest Summary Report by Gender

Grade	# Tested Male	GP Posttest	SS	GE	PR Below25th	PR 25th – 49th	PR 50th – 74th	PR 75th & Above	OPR	IRL
6	25	6.29	523	4.9	64.0	20.0	8.0	8.0	21.0	4.3
7	10	7.29	717	6.5	30.0	20.0	20.0	30.0	33.0	6.0
8	22	8.31	526	4.9	72.7	27.3	0.0	0.0	10.0	4.2

Star Reading Posttest Summary Report by Gender

Grade	# Tested Female	GP Posttest	SS	GE	PR Below25th	PR 25th – 49th	PR 50th – 74th	PR 75th & Above	OPR	IRL
6	19	6.29	531	4.9	57.9	21.1	15.8	5.3	23.0	4.4
7	13	7.29	532	5.0	61.5	23.1	15.4	0.0	14.0	4.3
8	16	8.31	615	5.8	81.2	12.5	6.2	0.0	17.0	5.1

Students in grades six and seven exhibited growth from the pre-test to the post-test while eighth grade remained constant. The chart shows that the majority of students fall beneath the 25th percentile in reading and have an average Instructional Reading Level of 4.53. According to test data, females scored higher than males on the pre-test with an Instructional Reading Level of 4.53 as compared to males' level of 4.30. However, males scored higher on the post-test with an average instructional reading level of 4.63 as compared to the females' average of 4.60.

2007 RATING: UNSATISFACTORY

The Education Oversight Committee 2007-2008 Accountability Calculator for school index was used to determine the number of students needed to increase the performance level on PACT to meet expected growth. Both tables are listed. The first table is the current rating while the second is the expected growth predicted by the staff.

Calculation of 2007 Report Card Absolute Rating

Math Scores

Score Category	Number of Scores	Score Category Points	Points Earned
Advanced	3	5	15
Proficient	14	4	56
Basic	83	3	249
Below Basic 2	46	2	92
Below Basic 1	24	1	24
Not tested			
Total Students:	170	Total Points Earned:	436
Index for Math	2.5647	Subject Area x Weight Elem X .35 Mid x .30	0.7694

Science Scores

Score Category	Number of Scores	Score Category Points	Points Earned
Advanced	2	5	10
Proficient	9	4	36
Basic	22	3	66
Below Basic 2	47	2	94
Below Basic 1	30	1	30
Not tested			
Total Students:	110	Total Points Earned:	236
Index for Science	2.1455	Subject Area x Weight Elem X .15 Mid x .20	0.4291

ELA Scores

Score Category	Number of Scores	Score Category Points	Points Earned
Advanced	3	5	15
Proficient	14	4	56
Basic	65	3	195
Below Basic 2	34	2	68
Below Basic 1	49	1	49
Not tested			
Total Students:	165	Total Points Earned:	383
Index for ELA	2.3212	Subject Area x Weight Elem X .35 Mid x .30	0.6964

Social Studies Scores

Score Category	Number of Scores	Score Category Points	Points Earned
Advanced	1	5	5
Proficient	6	4	24
Basic	28	3	84
Below Basic 2	48	2	96
Below Basic 1	22	1	22
Not tested			
Total Students:	105	Total Points Earned:	231
Index for Social Studies	2.0000	Subject Area x Weight Elem X .15 Mid x .20	0.4400

Sum of Subject Area Indices: 2.3

Calculation of Expected 2008 Report Card							
Math Scores				**Science Scores**			
Score Category	**Number of Scores**	**Score Category Points**	**Points Earned**	**Score Category**	**Number of Scores**	**Score Category Points**	**Points Earned**
Advanced	**20**	**5**	**100**	**Advanced**	**15**	**5**	**75**
Proficient	**25**	**4**	**100**	**Proficient**	**15**	**4**	**60**
Basic	**95**	**3**	**285**	**Basic**	**50**	**3**	**150**
Below Basic 2	**20**	**2**	**40**	**Below Basic 2**	**20**	**2**	**40**
Below Basic 1	**20**	**1**	**20**	**Below Basic 1**	**10**	**1**	**10**
Not tested				**Not tested**			
Total Students:	**180**	**Total Points Earned:**	**545**	**Total Students:**	**110**	**Total Points Earned:**	**335**
Index for Math	**3.0278**	**Subject Area x Weight Elem X .35 Mid x .30**	**0.7570**	**Index for Science**	**3.0455**	**Subject Area x Weight Elem X .15 Mid x .20**	**0.7614**
ELA Scores				**Social Studies Scores**			
Score Category	**Number of Scores**	**Score Category Points**	**Points Earned**	**Score Category**	**Number of Scores**	**Score Category Points**	**Points Earned**
Advanced	**20**	**5**	**100**	**Advanced**	**10**	**5**	**50**
Proficient	**25**	**4**	**100**	**Proficient**	**15**	**4**	**60**
Basic	**95**	**3**	**285**	**Basic**	**45**	**3**	**135**
Below Basic 2	**20**	**2**	**40**	**Below Basic 2**	**20**	**2**	**40**
Below Basic 1	**20**	**1**	**20**	**Below Basic 1**	**20**	**1**	**20**
Not tested				**Not tested**			
Total Students:	**180**	**Total Points Earned:**	**545**	**Total Students:**	**110**	**Total Points Earned:**	**305**
Index for ELA	**3.0278**	**Subject Area x Weight Elem X .35 Mid x .30**	**0.7570**	**Index for Social Studies**	**2.7727**	**Subject Area x Weight Elem X .15 Mid x .20**	**0.6932**
Sum of Subject Area Indices:		**3.0**					

2008 RATING: AVERAGE
2009 RATING: BELOW AVERAGE
2010 RATING: BELOW AVERAGE
2011 RATING: BELOW AVERAGE
2012 RATING: BELOW AVERAGE
2013 RATING: UNSATISFACTORY
2014 RATING: UNSATISFACTORY
2015 RATING: UNSATISFACTORY

Summary of Process Used to Develop the FSRP and the Persons Involved

The Focused School Renewal Plan (FSRP) process for Mayewood Middle School for the 2008-09 school year began upon the return of the school's leadership committee from the state department's review of the Focused School Renewal Plan Documentation for Satisfactory Implementation for 2007-08. This committee included the principal, assistant principal, External Review Team Liasion (ERTL) and the district's Deputy Superintendent for Instruction. At the session, questions were raised about the instruments used as well as the quality of the goals. Hence, a thorough review of the requirements for the FSRP process for 2008-09 was done to ensure the process met the criteria established.

First, the ERTL met with the principal and the assistant principal to review guidance documents designed to facilitate the process for writing the new focused school renewal plans. The discussion included the need for a comprehensive needs assessment focusing upon the areas based on achievement of students in relation to the state academic content standards and the student academic achievement standards. Additionally, questions to stimulate thinking about the planning process were shared and discussions were held trying to determine the best way to approach the process with other leadership team members.

The ERTL was invited and attended the next Mayewood Middle School Leadership Team (MMSLT) meeting where the same topics regarding the FSRP process were discussed. Guidance documents were reviewed and areas for research and data collection were assigned to members. Reports were scheduled to be made at the next meeting. All data that had been previously analyzed and reviewed by the leadership team as well as any new data sources relating to student achievement would be revisited and discussed at the next meeting. Prior to the next team meeting, leadership team members reported their findings to the principal for additional guidance and direction.

At the next MMSLT meeting, the team reported its data and discussions were held. The analysis included a review of all available information for the past three years. Included were a variety of formal tests as well as district benchmarks, student report cards, student retention rates, surveys (parent, student, and staff), and informal teacher observations.

Efforts were made to make decisions about the root causes - problems; not symptoms - of reasons student achievement as related to state content assessments had not been greater. After analyzing the achievement problems as suggested by Dr. Larry Lezotte, the following reasons for low student performance were agreed upon: *poor teacher retention, teacher expectations of student learners, student attitudes toward learning, prior learning and acquisition of effective reading comprehension strategies, instruction aligned to the state content standards, and teacher- made assessments aligned to state content standards.*

The leadership team presented its findings to the faculty and further discussed the learning culture. Additionally, the team presented the faculty with the calculations of the current absolute ratings and showed what needed to be done to show progress, or the achievement of a .3 gain.
The projected numbers in the categories were reviewed with the MAP data to determine the needed RIT band scores to improve the performance of all students.

Several scenarios were discussed; the faculty agreed that school-wide emphasis needed to be placed upon reading comprehension. All teachers agreed that the development of effective comprehension strategies would yield improved performance in all other subject areas. Moreover, the staff concurred

with the leadership team in its discussion about the reasons for poor performance. They indicated that as they moved the learning standard higher, the students began to reach and attain a higher level of performance.

The findings of these meetings were discussed with the superintendent who agreed and indicated his support for the implementation of goals to resolve the problems. The district, under the direction of the Deputy Superintendent for Instruction, discussed with the principal and the leadership team suggested areas for district support.

Essentially, the analysis of data has indicated that student achievement has been poor for the past five years in a school that has lacked stability among the administration and staff. No consistent pattern in achievement has occurred for the past three years. The administration and faculty along with the staff are resolved to continue the implementation and institutionalization of best practices and instructional systems to foster and support sustained improvement of student achievement as related to state academic content standards and student academic achievement standards.

Narrative of How Selected Goals Will Enable the School to Meet Expected Progress

The Mayewood Middle School Leadership Team (MMSLT) endorsed two Student Achievement Focused Goals, two Principal's Instructional Leadership Focused Goals, and two District Administrators' Leadership Focused Goals to increase student achievement. After much discussion and review of the real problems (root causes) hindering improved student academic achievement, the reasons for poor achievement were discussed with possible solutions. From the possible solutions the MMSLT proposed the following goals:

Student Achievement

- By April 1, 2009, 35% of all ELA students in grades 6-8 will increase one or more performance levels on PACT ELA as evidenced by a correlation of Fall 2008 and Spring 2009 MAP assessments.

- By April 1, 2009, 35% of all Math students in grades 6-8 will increase one or more performance levels on PACT Math as evidenced by a correlation of Fall 2008 and Spring 2009 MAP assessments.

- By April 1, 2009, 35% of all ELA students in grades 6-8 will attain 70 % mastery on grade-level ELA/ Reading curriculum standards as measured by Benchmark Unit Test.

Principal's Instructional Leadership

- By April 1, 2009, the principal will provide support in effective instructional delivery in grades 6 -8 as evidenced by 35% of all ELA/ Math students in grades 6 - 8 will increase one or more performance levels on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP assessments.

By April 1, 2009, the principal will provide support in effective instructional delivery in grades 6 -8 as evidenced by 35% of all ELA/ Math students in grades 6 - 8 will increase one or more performance levels on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP assessments.

District Administrators' Leadership

- By March 1, 2009, two thirds of the ELA and math teachers will implement effectively scientific research based strategies in grades 6 - 8 as evidenced by a proficient level rating on a minimum of 5 observations on the District's Instructional Observation Tool to ensure that 35% of all ELA and Math students in grades 6-8 will meet the Sumter School District Two target goal of 70% or higher on ELA and math unit tests as measured by the comparison of a minimum 8 points increase on Rasch Unit RIT Band scores on the aligned Measures of Academic Progress RASCH (MAP) I (September) 2008 and MAP III (February/March) 2009 Assessments.
- By March 1, 2009, two thirds of the ELA and math teachers in grades 6 - 8 will receive a professional rating of average on at least five observations by February 2009, utilizing the Sumter School District Two instructional observation tool to ensure that 35% of all ELA and Math students in grades 6-8 will meet the Sumter School District Two target goal of 70% or higher on ELA and math unit tests as measured by the comparison of a minimum 8 points increase on Rasch Unit RIT Band scores on the aligned Measures of Academic Progress RASCH (MAP) I (September) 2008 and MAP III (February/March) 2009 Assessments.

Because the school had been reconstituted at the end of the 2005 school year with the appointment of a new principal whose major focus was to reorganize and change the school environment into a community of learners, the new 2007 staff supported the goals without hesitation. Additionally, with the change in instructional staff during the 2007-2008 school year, visible progress has been made toward the attainment of improved student academic performance. MMSLT in agreement with the staff indicated the platform for the attainment of these goals has already begun; the end product of student academic success should be visible by the end of the 2008-2009 school year.

A master schedule for next year has been designed to continue the increase of prime instructional time. An additional focus is being placed upon the instruction of reading comprehension strategies to increase the retention of learning. Teachers (100%) have indicated in a district survey their intent to return to Mayewood Middle for the 2008-2009 school year. A literacy coach is being hired to further support the attainment of FSRP goals, particularly in English/language arts. Student transition camps and other instructional group activities (i.e., technology and crime scene investigation camps sponsored by Clemson University Youth Institute for Learning) will be implemented to support learner attitudes toward learning and socialization skills.

Additionally, sustained and ongoing professional development will be provided teachers to increase instructional effectiveness. A continued focus will be placed upon the utilization of instructional technology in all segments of the school environment, not limiting it to the classroom. Continued support will be provided for the newly developed community of professional learners who have established a forum where they are able to trust and collaborate with each other to develop their instructional skills. Monitoring of instructional delivery and feedback will be provided by the administrative staff in an organized and systematic manner.

As a result of this FSRP process and the design of these FSRP goals, the MMSLT and staff believe that attainment of these goals will provide and increase student achievement as measured by the state's high stakes test. The correlation between the performance on the Palmetto Achievement Challenge Tests, Measures of Academic Progress (MAP) Rasch Unit band scores and Linkit! appears to be close enough to assist us in the attainment of the absolute rating needed to show expected growth. The increase of performance on MAP and LinkIt! Prior to PACT testing should give the students more than a reasonable chance to meet expected student achievement.

School Timeline

Month	Testing	Disaggregation of Data	Professional Development	Implementation/Monitoring
July, 2008	No Testing	Conduct preliminary analysis of PACT data	MMSLT Planning Retreat • Data Analysis Workshops • Establishment of School Goals • Review Instructional Supervision Model • Review Data-Driven Instructional Cycle • Establish Protocol for Professional Development	Evidence of School Goals Protocol for Instructional Supervision Annual Instructional Planning Calendar
August, 2008	• LINKIT! Reading Test during Transitional and Grade Orientation Camps • STAR Reading I	Conduct data analysis sessions utilizing PACT, STAR Reading and LINKIT! data to make instructional decisions.	Faculty Planning Retreat • Establish Instructional Policies and Procedures • Conduct workshops on analysis of data • Conduct workshops on Data-Driven Instructional Cycle to include lesson plans, class pages and teacher made assessments. • Data/Technology	Evidence of Instructional Protocol in Content Areas Establishment of Data Wall

			Day • Student Transitional Training • Alignment of Teacher-Made Assessments to State Curriculum Standards • Review the Revised Bloom's Taxonomy Nutshell Math Program Workshop Janet Allen's Plugged Into Reading Workshop Standards-Based Bulletin Boards Workshop Workshop on Understanding MAP Results: RIT Bands and Lexiles	Monitoring of Teacher-Made Assessments Aligned to State Curriculum Standards Administration of Linkit! Reading Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Evidence in Lesson plans.
September, 2008	• MAP I in ELA and Math • District Benchmark I	Conduct data analysis sessions reviewing MAP I results in ELA and Math and District Benchmark I	Data/Technology Day Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made	Continue Data Wall Evidence of student academic plans. Monitoring of Teacher-

			Assessments Workshop: Comprehending Content Begin Book Study on Pitler, et al "Using Technology with Classroom Instruction That Works" and Marazona's "A Handbook For Classroom Instruction That Works". Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Workshop: Effective Utilization Math Manipulatives	Made Assessments Aligned to Curriculum Standards Administer MAP I (ELA & Math) Administer District Benchmark I Evidence of classroom observations with documentation. Evidence of strategy implementation monitored through classroom observations with feedback. Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Monitoring of Instructional Strategies.
October, 2008	No Testing	Conduct data analysis sessions reviewing students report cards	Data/Technology Day Collaborative Team Meetings	Continue Data Wall

		Review data in individual teacher instructional conferences.	• Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made Assessments Continue Workshop: Comprehending Content Continue Book Study on Pitler, et al "Using Technology with Classroom Instruction That Works" and Marazona's "A Handbook For Classroom Instruction That Works". Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Continue Workshop: Effective Utilization Math Manipulatives	Monitoring of Teacher-Made Assessments Aligned to Curriculum Standards Evidence of classroom observations with documentation. Evidence of strategy implementation monitored through classroom observations with feedback. Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Monitoring of Instructional Strategies.
November, 2008	No Testing	Continue data analysis sessions	Data/Technology Day	Continue Data Wall

			Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Book Study: Harvey and Goudvis, Strategies That Work: Teaching Comprehension for Understanding and Engagement (2nd edition)	Monitoring of Teacher-Made Assessments Aligned to Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Evidence of strategy implementation monitored through classroom observations with feedback.
December, 2008	• LINKIT! 2 Reading test • STAR Reading 2	Continue data analysis sessions reviewing Linkit! 2 and STAR Reading 2	Data/Technology Day Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings	Continue Data Wall Administer Linkit! 2 test Administer STAR Reading 2 test

			Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Continue Book Study: Harvey and Goudvis, <u>Strategies That Work: Teaching Comprehension for Understanding and Engagement</u> (2nd edition)	Monitoring of Teacher-Made Assessments Aligned to State Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Evidence of strategy implementation monitored through classroom observations with feedback

Month	Testing	Disaggregation of Data	Professional Development	Implementation/Monitoring
January, 2009	• Benchmark II Testing • MAP Testing II	Continue data analysis sessions reviewing Benchmark II and MAP II. Review 1st semester data in individual teacher instructional conference.	Data/Technology Day Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Continue Book Study: Harvey and Goudvis, <u>Strategies That Work: Teaching Comprehension for Understanding and Engagement</u> (2nd edition)	Continue Data Wall Evidence of individual teacher conference regarding data. Monitoring of Teacher-Made Assessments Aligned to State Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Evidence of strategy implementation monitored through classroom observations with feedback
February, 2009	• Linkit! 3 Testing	Conduct data analysis sessions regarding Linkit! 3	Data/Technology Day Collaborative Team	Continue Data Wall

			Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Continue Book Study: Harvey and Goudvis, <u>Strategies That Work: Teaching Comprehension for Understanding and Engagement</u> (2nd edition)	Monitoring of Teacher-Made Assessments Aligned to Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Evidence of strategy implementation monitored through classroom observations with feedback
March, 2009	• MAP III Testing	Conduct data analysis sessions regarding MAP III	Data/Technology Day Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings	Determine status of MAP III with analysis of student data.

			Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards Workshop: Effective test-taking strategies	Monitoring of Teacher-Made Assessments Aligned to Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards. Monitoring of Instructional Strategies.
April, 2009	STAR Reading 3 Testing	Conduct data analysis sessions regarding STAR Reading	Data/Technology Day Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading	Administration of STAR Reading Monitoring of Teacher-Made Assessments Aligned to Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization.

			Continue Standards-Based Bulletin Boards	Observations of Bulletin Boards.
May, 2009	• PACT Grades 6-8 • End of Course (EOC) in English I and Algebra I		Data/Technology Day Collaborative Team Meetings • Bi-weekly Instructional Planning Meeting • Weekly Team Meetings Continue Teacher-Made Assessments Continue Nutshell Math Program Continue Janet Allen's Plugged Into Reading Continue Standards-Based Bulletin Boards	Administration of PACT Test Grades 6-8 Administration End of Course Testing Monitoring of Teacher-Made Assessments Aligned to Curriculum Standards Monitoring of Nutshell Math program utilization. Monitoring of Janet Allen's Plugged Into Reading program utilization. Observations of Bulletin Boards.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 35% of all ELA students in grades 6-8 will increase a minimum 8 RIT points from the Fall 2008 to Spring 2009 MAP reading or language assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date Of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
1. Analyze classroom data to determine instructional planning to improve ELA instructional delivery and student achievement.	Principal/Dr. M. Hallums Literacy Coach/ Angela Edwards	July 2008	• Instructional plans will be reviewed bi-weekly to determine if students' academic strengths/weaknesses are planned for using current performance data. Teachers will be provided immediate feedback for improving ELA instructional planning. Follow-up will be provided within one week. (Dr. Hallums) • Bi-weekly staff development will be provided to those teachers who show instructional weaknesses in ELA content as a result of disaggregating student performance data. Immediate feedback and follow-up will be provided within one week. (Angela Edwards)
2. Develop and implement a school-wide instructional plan for reading and English/Language Arts aligned to state curriculum standards.	Principal/Dr. M. Hallums Literacy Coach/ Angela Edwards	August 2008	• The leadership team utilizing the analysis of assessment data will develop a school plan outlining ELA goals and strategies to improve student achievement in ELA. (Leadership Team) • The plan will be reviewed quarterly to determine necessary modifications and immediate updates and feedback will be given to teachers. (Leadership Team)
3. Develop and implement a school-wide instructional protocol for reading and	Principal/Dr. M. Hallums	July 2008	• The Leadership Team using the instructional protocol will conduct daily classroom observations

	English/Language Arts aligned to state curriculum standards.	Leadership Team		and immediate feedback will be provided to teachers on specific instructional foci using "best practices" to improve ELA instruction. Follow-up will be provided within one week. (Dr. Hallums and the Leadership Team)
4.	Establish procedures and processes for communicating high standards and expectations for student achievement in reading and English/Language arts.	Principal/Dr. M. Hallums Literacy Coach/Angela Edwards	August 2008	• Standards-based bulletin boards will be reviewed weekly and immediate feedback will be given to teachers to assist them in the alignment of students' work with commentaries (task), rubrics, and academic standards to improve instructional delivery in ELA. Follow-up will be provided within one week. (Angela Edwards) • Students will establish individual performance goals to improve their overall achievement each nine-weeks. Students will lead parent/teacher/student conferences to establish expectation for their individual achievement in ELA each nine-weeks. Feedback and follow-up will be provided within two weeks. (Dr. Copeland) • Monthly classroom observations will be conducted and standards-based bulletin boards will be reviewed to determine if teachers provide students with corrective feedback to improve writing skills in accordance with the State Writing Rubric. Immediate feedback will be given upon review and follow-up will be provided within two weeks. • Students will participate in the "One Hundred Book Campaign" to improve reading comprehension, fluency, and analysis of literature. Reading logs will be maintained to chart student progress quarterly. Quarterly reviews of reading logs will be conducted with immediate feedback; follow-up will be provided within one week. • Class pages will be reviewed bi-weekly with immediate feedback to determine if teachers are using them as an interactive communication tool for parents to access school instructional expectations for student achievement in ELA;

			pages will include academic standards, lesson plans, specific instructional activities, assessments, and homework assignments. Follow-up will be provided within one week. (Leadership Team)
5. Teachers will integrate effectively appropriate technology strategies as an instructional tool in the delivery of ELA instruction.	Principal/Dr. M. Hallums Instructional Technology Coach/Angela Ham	August 2008	• The instructional technology coach will provide teachers with weekly sessions and immediate feedback on how to integrate technology into their instruction. Follow-up will be conducted within one week. (Angela Ham) • Teachers will be observed bi-weekly with immediate feedback on integrating technology in ELA instruction and follow-up conferences will be conducted within one week. (Angela Ham and Angela Edwards)
6. Additional reading instructional time will be provided to students grouped by (MAP) RIT band scores each Friday to improve reading and writing skills.	Principal/Dr. M. Hallums Leadership Team	September 2008	• Using the protocol guidelines for Students Achieving Mastery (SAM's) Day, teachers will provide additional instructional time in the areas of reading and writing to improve student achievement in ELA. (Teachers) • The Leadership Team will provide immediate constructive feedback quarterly to teachers on the impact of SAM's Day on students' reading and writing skills in ELA; follow-up will occur within one week. (Leadership Team) • Students will also use this time to complete missing assignments and to accelerate specific skills in ELA to improve academic achievement. (Students) • Teachers will provide instruction using a paper-less instructional technique that will allow students to have quality time for project-based assignments that require higher order thinking skills which will improve students' performance on informal and formal assessments. Teachers will be given appropriate feedback immediately based on MAP data to determine the overall effectiveness of the SAM's Program. Follow-up will occur within two weeks. (Leadership Team)

7. Continue the implementation of Janet~~'s~~ Allen's Plugged Into Reading.			• Weekly classroom observations of Plugged Into Reading will be conducted with immediate feedback. Follow-up planning sessions will be conducted bi-weekly. (Angela Edwards)

Focused Student Achievement Goal 2: By April 1, 2009, 35% of all Math students in grades 6-8 will increase a minimum 8 RIT points from the Fall 2008 to Spring 2009 MAP math assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
1. Analyze classroom data to determine instructional planning to improve Math instructional delivery and student achievement.	Principal/Dr. M. Hallums Dean R. Bryant/Curriculum Facilitator	July 2008	• Instructional plans will be reviewed bi-weekly to determine if students' academic strengths/weaknesses are planned for using current performance data. Teachers will be provided immediate feedback for improving math instructional planning. Follow-up will be provided within one week. (Dr. Hallums) • Bi-weekly staff development will be provided to those teachers who show instructional weaknesses in math content as a result of disaggregating student performance data. Immediate feedback and follow-up will be provided in one week. (Dean R. Bryant)
2. Develop and implement a school-wide instructional plan for Mathematics aligned to state curriculum standards.	Principal/Dr. M. Hallums Dean R. Bryant/Curriculum Facilitator	August 2008	• The leadership team utilizing the analysis of assessment of data will develop a school Math goals and strategies to improve student achievement in Math. (Leadership Team) • The plan will be reviewed quarterly to determine necessary modification. Immediate updates and feedback will be given to teachers.
3. Develop and implement a school-wide instructional protocol for math aligned to state curriculum standards.	Principal/Dr. M. Hallums Leadership Team	July 2008	• The Leadership Team using the instructional protocol will conduct daily classroom observations and immediate feedback will be provided to teachers on specific instructional foci using "best practices" to improve Math instruction. Follow-up will be provided within one week. (Dr. Hallums and the Leadership Team) • Bi-weekly lesson plans will be reviewed to ensure

			teachers provide students opportunities to practice math skills each morning prior to new learning as a quick review and an informal assessment used to plan for future instruction. Immediate feedback and follow-up will be provided within one week. (Teachers)
4. Utilize ***Nutshell Math*** as a supplemental resource to extend the teaching and learning process for all Math students.	Principal/Dr. M. Hallums Curriculum Facilitator/Dean R. Bryant	August 2008	• Weekly classroom observations of the implementation of Nutshell Math will be conducted with immediate feedback. Follow-up planning sessions will be conducted bi-weekly. (Dean R. Bryant)
5. Align instruction and teacher-made assessments to state math curriculum standards at the appropriate level of rigor.	Principal/Dr. M. Hallums Curriculum Facilitator/Dean R. Bryant	August 2008	• Instructional plans will be reviewed weekly to determine if classroom assessments are aligned to instructional delivery and academic standards at the appropriate level of rigor. Immediate feedback with follow-up will be provided within one week. (Dean Bryant) • Plans will also be reviewed weekly to identify whether or not teachers are planning for appropriate questioning techniques to engage students in critical order thinking skills. Immediate feedback with follow-up will be provided within one week. (Dean Bryant) • Monthly, teachers will be provided strategies and techniques on how to plan their instruction to improve the quality and level of work that students are asked to do to improve their ability to think critically in math. Follow-up observations within immediate feedback will be provided monthly.
6. Integrate appropriate technology as an effective instructional tool in Math instruction.	Principal/Dr. M. Hallums Instructional Technology Coach/Angela Ham Curriculum	August 2008	• The instructional technology coach will provide teachers with weekly sessions and immediate feedback on how to integrate technology into their instruction. Follow-up will be conducted within one week. (Angela Ham) • Both teachers and students will utilize a variety of technology tools monthly to demonstrate the effective use of technology in math to assist

	Facilitator/Dean R. Bryant		students in developing an appreciation for technology as learning and instructional tool that can be used reach higher levels of achievement in math. Follow-up observations within immediate feedback will be provided. (Teachers) • Teachers will provide students an opportunity to use the Promethean Board as an interactive tool to demonstrate mastery of required skills. Monthly follow-up observations within immediate feedback will be provided (Angela Ham and Dean R. Bryant)

Focused Student Achievement Goal 3: By April 1, 2009, 35% of all ELA students in grades 6-8 will attain 70 % mastery on grade-level ELA/ Reading curriculum standards as measured by Sumter School District Two's ELA/Reading Benchmark Unit Test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
1. Analyze high stakes and classroom data to determine instructional performance targets to include, but not limited to high stakes assessments – PACT, MAP , LINKIT!, STAR, quarterly benchmarks and quarterly grades.	Principal/Dr. M. Hallums Dean R. Bryant/Curriculum Facilitator	July 2008	• Instructional plans will be reviewed bi-weekly to determine if students' academic strengths/weaknesses are planned for using current performance data. Teachers will be provided immediate feedback for improving ELA/Reading instructional planning. Follow-up will be provided within one week. (Dr. Hallums) • Bi-weekly staff development will be provided to those teachers who show instructional weaknesses in ELA/Reading as a result of disaggregating student performance data. Immediate feedback and follow-up will be provided in one week. (Dean R. Bryant)
2. Implementation of school-wide reading rituals.	Principal/Dr. M. Hallums Literacy Coach/ Angela Edwards Dean R. Bryant/Curriculum Facilitator	August 2008	• The leadership team utilizing the analysis of assessment data will develop a school plan outlining ELA goals and strategies to improve student achievement in ELA. (Leadership Team) • The plan will be reviewed quarterly to determine necessary modifications and immediate updates and feedback will be given to teachers. (Leadership Team)
3. Integrate appropriate technology as an instructional tool in the delivery of instruction.	Principal/Dr. M. Hallums Instructional Technology Coach/Angela Ham	August 2008	• The instructional technology coach will provide teachers with weekly sessions and immediate feedback on how to integrate technology into their instruction. Follow-up will be conducted within one week. (Angela Ham) • Both teachers and students will utilize a variety of technology tools monthly to demonstrate the

	Curriculum Facilitator/Dean R. Bryant		effective use of technology in ELA/Reading to assist students in developing an appreciation for technology as learning and instructional tool that can be used reach higher levels of achievement in ELA/Reading. Follow-up observations within immediate feedback will be provided. (Teachers) • Teachers will provide students an opportunity to use the Promethean Board as an interactive tool to demonstrate mastery of required skills. Monthly follow-up observations within immediate feedback will be provided (Angela Ham and Dean R. Bryant)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 80% of all ELA and Math teachers in grades 6 – 8 will integrate technology effectively on 7 out of 10 instructional observations as measured by scoring a rating of five or more on each observation using the Technology Rubric for Instructional Integration to ensure 35% of all ELA and math students in grades 6-8 will increase a minimum 8 RIT points from the Fall 2008 to Spring 2009 reading or language and MAP math assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date Of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
1. The Leadership Team and grade level chairpersons will evaluate the technology plan to support technology integration in Math instruction.	Principal/Dr. M. Hallums	July 2008	• Grade level teachers will provide the Leadership Team with bi-weekly input regarding grade level technology needs that will better support technology integration Math instruction to improve students' success rate on informal and informal assessments. Immediate feedback will be provided; follow-up will occur within the month. (Dr. Hallums) • Teachers will be provided with an updated Technology Plan that will be used as a planning tool for instructional planning to assist them in improving instructional delivery. Bi-weekly observations will be made with immediate feedback. Conferencing and follow-up will occur within a week. • Conduct daily classroom observations and provide The Leadership Team will conduct daily classroom observations and provide meaningful feedback to teachers on a specific technology focus such as "Planning and Designing Lessons", "Teaching and Management", and "Assessments and Evaluations" to improve technology integration skills. Follow-up will occur within one week. (Leadership Team)

			• Monthly ***Data/Technology Days*** will be conducted to provide teachers with additional time to analyze student data and develop technology integration skills to increase students' interest and engagement in instruction. (Angela Ham)
2. Provide professional development opportunities for teachers to analyze student performance data and develop technology integration skills.	Principal/Dr. M. Hallums	August 2008	• Teachers will review and use student performance data quarterly to focus on specific skills those students are having difficulty mastering to develop small group, one-on-one instruction to assist with differentiation of instruction. • General education and special education teachers will use current performance data to collaborate and effectively plan instruction to accommodate all students' needs and skill levels to improve overall student achievement.
3. Conduct individual teacher instructional conferences to ensure that all instructional expectations for are met.	Principal/ Dr. M. Hallums	July 2008	• Provide professional development on how to construct class pages to ensure that instructional expectations are communicated clearly to students, teachers, and parents. (Angela Ham) • Review and provide immediate feedback to teachers on the appropriate alignment of class pages to academic standards, curriculum, instruction and assessment to ensure that instructional protocol is effectively communicated for delivering standards-based instruction to all students. (Dean R. Bryant)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 100% of all core content teachers will show competency of instructional delivery successfully demonstrating 7 out of 10 classroom observations using 7 of the 9 Marzano's Instructional Best Practices to improve reading achievement across the curriculum in grades 6-8 as evidenced by 35% of all ELA students in grades 6-8 will increase a minimum 8 RIT points from the Fall 2008 to Spring 2009 MAP reading or language assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date Of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
1. Establish guidelines for all teachers to collect and analyze data for data- driven instruction that would be use to improve student achievement.	Principal/Dr. M. Hallums	July 2008	• Teachers will be provided opportunities to collect and analyze data using students' current performance data to determine areas of strengths and weaknesses to impact instructional planning. • Teachers will use data to differentiate instruction for all students to improve their individual formal and informal assessments in ELA. • Lesson plans will be developed and reviewed bi-weekly to ensure that a variety of data is utilized in planning and delivering instruction. (Dr. Hallums) • The principal will schedule monthly data analysis sessions to discuss student progress as well as possible staff development for individual staff needs. (Dr. Hallums)
2. Implement monthly instructional focus on teaching specific ELA standards to provide instructional direction.	Principal/Dr. M. Hallums	August 2008	• Evidence of bi-weekly classroom observations with immediate feedback will be provided. Follow-up will occur within one week. (Dean Bryant and Dr. Hallums) • Monitoring lesson plans/class pages b-weekly with

			immediate feedback will be conducted to ensure that instructional expectations have been established and communicated to parents, students, and teachers. . Follow-up will occur within one week. (Dr. Hallums)
3. Continue to improve the professional learning community by providing ongoing, sustained staff development to enhance teaching and learning process.	Principal/Dr. M. Hallums	July 2008	• Teachers will collaborate during weekly grade level planning to discuss students' needs, disaggregate student data, differentiate instruction and reflect on the use of instructional strategies that will be used to improve student's strengths and weaknesses in ELA. (Team Leaders) • Through quarterly faculty-led sessions teachers will share instructional best practices using Marazono's Best Practices Instruction Strategies. (Dean R. Bryant) • Teachers will be provided appropriate staff development in accordance with their needs to professionally grow in instructional planning and delivery to improve student overall ELA achievement. (Dr Hallums)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April1, 2009, two thirds of the ELA and math teachers will implement effectively scientific research based strategies in grades 6 - 8 as evidenced by a proficient level rating on a minimum of 5 observations on the District's Instructional Observation Tool to ensure that 35% of all ELA and math students in grades 6-8 increasing a minimum 8 RIT points from the Fall 2008 to Spring 2009 MAP reading or language and math assessments.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)***
1. Provide professional development training on teaching of the standards and the implementation of the 2008-2009 revised unit plans.	**Henrietta H. Green** Deputy Superintendent **District Coordinators**, Gail China, ELA/District Literacy Coach, Carla King, mathematics	August 2008	The district coordinators, Gail China and Carla King, will provide annual updated training on implementing the components of the unit plans, which address the content standards. Immediate feedback and follow-up will occur when coordinators visit bi-weekly. The Sumter School District Two Observation Tool will be used by coordinators, Gail China, ELA, and Carla King mathematics, to monitor implementation of the revised unit plans to improve classroom instruction. BI-weekly observations will occur. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month. Results of effectiveness will be measured by 35% of all ELA and mathematics students increasing one performance level on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP Tests data. Henrietta Green, Deputy Superintendent for Instruction, and district coordinators, Gail China, and Carla King, will maintain files of observation forms. The district office will also maintain tests data results.

2. Provide four additional professional development trainings on scientifically based research strategies supporting the teaching of South Carolina Curriculum Standards as related to: • Vocabulary development (October) • Student engagement (November) • Differentiation (December) • Revised Bloom's Taxonomy (January)	**Henrietta H. Green** Deputy Superintendent **District Coordinators**, Delores Ardis, social studies, Gail China, ELA/District Literacy Coach, Carla King, mathematics, and Lori Smith, science	October 2008	The district instructional coordinators, Delores Ardis, Gail China will provide four professional development trainings (October, November, December, and January) based on scientific research based practice. These activities support the efforts of the leadership team to increase student achievement. After completing the workshop, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of the training to improve teachers' instructional delivery methods. The Sumter School District Two Observation Tool will be used by district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month. Results of effectiveness will be measured by 35% of all ELA and mathematics students increasing one performance level on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP Tests data. Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators Delores Ardis, Gail China, Carla King and Lori Smith, will maintain attendance and evaluation forms from the training sessions. For documentation purposes, they will maintain files of observation forms. The district office will also maintain tests data results.

3.	Provide a training session on understanding the components of the Sumter School District Two Instructional Observation tool to inform teachers of instructional expectations and to improve the quality of instruction for all students.	**Henrietta H. Green** Deputy Superintendent **District Coordinators**, Delores Ardis, social studies, Gail China, ELA/District Literacy Coach, Carla King, mathematics, and Lori Smith, science	October 2008	Henrietta Green, Deputy Superintendent for Instruction, and coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will provide a training session in October 2008, to assist teachers in understanding the components of the Sumter School District Two Instructional Observation Tool to improve their opportunity for successful instructional practices. The Sumter School District Two Observation Tool will be used by coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month. Results of effectiveness will be measured by 35% of all ELA and mathematics students increasing one performance level on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP Tests data. Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will maintain attendance and evaluation forms from the training session. For documentation purposes, they will also maintain files of observation forms and tests data results.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will provide support to enable ELA and mathematics teaches to improve instructional delivery that will result in 35% of all ELA and math students in grades 6-8 will increase a minimum 8 RIT points from the Fall 2008 to Spring 2009 MAP reading or language and math assessments.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)***
1. Provide a training session on understanding the components of the Sumter School District Two instructional observation tool to improve instructional delivery.	**Henrietta H. Green** Deputy Superintendent **District Coordinators**, Delores Ardis, social studies, Gail China, ELA/District Literacy Coach, Carla King, mathematics, and Lori Smith, science	October 2008	Henrietta Green, Deputy Superintendent for Instruction, and coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will provide a training session in October 2008, to assist teachers in understanding the components of the Sumter School District Two Instructional Observation Tool to improve their opportunity for successful instructional practices. The evidence to document the training session is the sign in sheet and agenda. The Sumter School District Two Observation Tool will be used by coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month. Results of effectiveness will be measured by 35% of all ELA and mathematics students increasing one performance level on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP Tests data. Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will maintain a copy of the sign in sheet and agenda.

2. Observe and provide constructive feedback on the implementation of instructional delivery methods and strategies to determine instructional readiness to implement strategies.	**Henrietta H. Green** Deputy Superintendent **District Coordinators**, Delores Ardis, social studies, Gail China, ELA/District Literacy Coach, Carla King, mathematics, and Lori Smith, science	October 2008	The deputy superintendent and coordinators will observe the implementation of effective delivery methods and strategies a minimum of three times per month. These results will be recorded on the District Instructional Observation Tool. As a follow up copies of the instrument will be provided to the principal and teacher. District coordinators will hold conferences with teachers who do not receive average. This process supports the efforts of the leadership team to increase student achievement. The Sumter School District Two Observation Tool will be used by coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month. Results of effectiveness will be measured by 35% of all ELA and mathematics students increasing one performance level on PACT as evidenced by a correlation of Fall 2008 to Spring 2009 MAP Tests data. Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will maintain attendance and evaluation forms from the training session. For documentation purposes, they will also maintain files of observation forms and tests data results.

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Janet Allen's Plugged into Reading

Janet Allen's Plugged into Reading is a balanced literacy approach to reading instruction. The three step instructional model includes:

- Teacher-directed instruction – the first step toward engaging students in reading through teacher led discussions.
- Peer-supported learning – teachers use Literature circles as a technique to engage students in small group instruction.
- Self-directed learning – utilizing creative and challenging exercises, Independent Reading books give students a chance to experience literature firsthand.

LinkIt!

LinkIt! is a data driven decision making intervention assessment program that allows for flexible delivery of customized assessments that reflect both the state standards and high-stakes test. LinkIt! provides:

- real time automatic grading.
- test delivery online and/or scanner based.
- state-specific, custom designed assessments that allow one to upload their own.
- detailed diagnostics at the class, district, and state level.
- access to a variety of instructional lessons.

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program, provides educators information needed to improve teaching and learning. The growth and achievement data from MAP is used to develop instructional strategies based on the instructional level of each student. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions. MAP tests are available in the following subject areas:

- Mathematics
- Reading
- Language Usage

MAP tests:

- are aligned to state standards.
- are used as an indicator to determine the skills and concepts students have learned.
- monitor student's academic growth.
- provide an accurate result of a student's instructional level.
- identify newly enrolled students instructional levels and places them in their appropriate instructional level of performance.

Nutshell Math

Nutshell math is a leading math homework help product for elementary, middle school and high school students. The innovative technology and teacher recorded instructional content is developed by Discovery Education. Subject areas covered include Pre-Algebra, Middle School Math and Algebra I. The program gives interactive explanations that are engaging for the student. The student is allowed to select the textbook that is related to his or her grade level. Explanations are given for the math problems in the text. The student can also type in thousands of math topics and get explanations for the problems. Additionally, Nutshell math has a component that allows the teacher to assign lessons and quizzes. Graphs are available so that the teacher can get a quick understanding of what the student's needs are. Parent component is included that allows the parent to monitor student progress at home.

Revised Bloom's Taxonomy

During the 1990's, a former student of Dr. Benjamin Bloom, Lorin Anderson, led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. Emphasis is placed upon its use as a more authentic tool for curriculum planning, instructional delivery and assessment. With the dramatic changes in society the Revised Bloom's Taxonomy provides an even more powerful tool to fit today's teachers' needs. The Revised Bloom's Taxonomy allows teachers to write and revise learning objectives. The Revised Taxonomy incorporates the kind of knowledge to be learned (knowledge dimension) and the process used to learn (cognitive process), allowing teachers to effectively align objectives to assessment techniques.

Star Reading

STAR Reading, is a Reading Renaissance standardized, and computer adaptive assessment for use in K-12 education. The purpose of STAR Reading is to assess student reading skills. The assessment provides an approximate measure of each student's reading level. Students take the assessment and it is scored automatically by the software. Teachers and administrators are able to view and print a number of reports at the individual, classroom, and grade level in order to monitor progress. Teachers can then tailor instruction to individuals and to high-stakes testing requirements. Reports reflect:

- scaled scores
- grade equivalencies
- percentile rankings
- instructional reading levels.

Book/Video Studies

Marzano, Robert J., et al. A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision & Curriculum Development, 2003.

This handbook is designed to help teaches begin using effective instructional strategies immediately. The authors guide them through the nine categories of instructional strategies that maximize student learning and provide everything needed to quickly use the strategies in classrooms, including

- Exercises to check understanding of the strategies
- Brief questionnaires to reflect on current beliefs and practices
- Tips and recommendations on implementing the strategies
- Samples, worksheets, and other tools to help plan classroom activities
- Rubrics to assess the effectiveness of the strategy with students

Likewise, **A Handbook for Classroom Instruction that Works** teaches how to choose instructional strategies for specific types of knowledge, such as learning vocabulary terms, organizing ideas, and developing processes. It also explores how the nine categories of instructional strategies can guide unit planning in every grade and subject.

Pitler, Howard, et al. Using Technology with Classroom Instruction that Works. Denver, CO: Mid-Continent Research for Education and Learning, 2007.

One of the most effective ways to implement the research-based instructional strategies from Classroom Instruction That Works is to use them with educational technologies, such as word processing and spreadsheet applications, multimedia, data collection tools, communication software, and the Internet. This book shows how and gives hundreds of lesson-planning ideas and strategies for every grade level and subject. Teachers will discover new educational tools that support research-based instruction, and learn ways to use technologies already know to

- Create and use advance organizers and nonlinguistic representations
- Help students take notes, summarize content, and make comparisons
- Engage students in cooperative learning
- Help students generate and test hypotheses
- Support students in practicing new skills and doing homework
- Reinforce students' efforts through formative assessment and feedback

Getting this guide will help ensures teachers know when to use educational technologies, which ones are best for a learning task, and how they help students use new learning strategies.

Tovani, Cris. Comprehending Content: Reading Across the Curriculum Grades 6-12. Portland, ME: Stenhouse Publishers, 2004.

Teachers of adolescents across the country are under enormous pressure to cover more content in their disciplines, to make instruction more relevant to students, and to help students acquire the reading skills they need to succeed on standardized tests and beyond. In this video program, high school teacher Cris Tovani brings viewers into her school and classroom and shows how she and her colleagues are meeting the challenge of improving students' reading skills across the curriculum. The programs include examples of Cris working with students using texts from multiple disciplines in her classroom, as well as collaborating with colleagues throughout the school.

Tape 1: Modeling What Good Readers Do

Using examples from technical text and novels, Cris models her own reading process to show students how to read and understand difficult material.

Tape 2: Interpreting Data: Charts, Graphs, Standardized Tests

Cris works with students as they analyze charts, data and graphs, and discusses how standardized test scores led her to place more emphasis on data reading across the curriculum.

Tape 3: Reading Like a Mathematician

Cris and math teacher Jim Donohue co-teach, working with struggling readers on strategies for completing math problems, and talk about their collaboration.

Tape 4: Synthesizing Complex Ideas

Cris assists students as they integrate reading from history textbooks with current articles in newspapers and magazines. Students synthesize background knowledge and new information to understand wars from the last seventy years.

Harvey, Stephanie and Goudvis, Anne. Strategies That Work Teaching Comprehension for Understanding and Engagement. (2nd Edition). Portland, ME: Stenhouse Publishers, 2007.

In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy, which describes how to apply comprehension strategies flexibly across the curriculum. The new edition is organized around four sections:

Part I highlights what comprehension is and how to teach it, including the principles that guide practice, a review of recent research, and a new section on assessment. A new chapter, Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction, describes ways to engage students in purposeful talk through interactive read alouds, guided discussion and written response.

Part II contains lessons and practices for teaching comprehension. A new first chapter emphasizes the importance of teaching students to monitor their understanding before focusing on specific strategies. Five lessons on monitoring provide a sound basis for launching comprehension instruction. At the end of each strategy chapter, the authors outline learning goals and ways to assess students' thinking, sharing examples of student work, and offering suggestions for differentiating instruction.

Part III, Comprehension Across the Curriculum is new. Comprehension strategies are essential for content-area reading, where information can be challenging, and presented in unfamiliar formats. This section includes chapters on social studies and science reading, topic study research, textbook reading and the genre of test reading.

Part IV shows that kids need books they can sink their teeth into and the updated appendix section recommends a rich diet of fiction and nonfiction, short text, kid's magazines, websites and journals that will assist teachers as they plan and design comprehension instruction.